



# CROSSWALH

Next Generation English Language Arts Content Standards and Objectives for WV Schools





## Introduction to the Next Generation West Virginia Content Standards and Objectives Crosswalk to the West Virginia 21<sup>st</sup> Century Content Standards and Objectives

The Common Core State Standards represent a state-led effort to create shared academic standards that will help ensure all American students are ready for college and work. Teachers representing all grade levels for English language arts and mathematics came together with staff from Higher Education to review the WV 21st Century Content Standards and Objectives and align them with the Common Core State Standards. This work, resulting in the next generation of English Language Arts and Mathematics Content Standards and Objectives for West Virginia Schools, was presented to the West Virginia Board of Education in May 2011.

Background Information on the Common Core State Standards Initiative: A state-led effort to create shared academic standards that will help ensure all American students are ready for college and work

The Common Core State Standards (CCSS) build on the strong foundation of standards already in place in states across the country. With a goal of *fewer*, clearer and higher, the CCSS were designed to clearly articulate the standards of success in English language arts and mathematics at each grade level. For every student, parent and teacher, a common set of academic standards, shared across states, can help ensure all students, no matter where they live, are prepared for success in college and work. We believe students, parents and teachers working toward a shared goal will result in annual improved student academic performance. Consequently, our students will leave high school better prepared to succeed in their next steps.

The stakeholders who used the CCSS to create the Next Generation of WV Content Standards and Objectives for ELA and Mathematics prepared this crosswalk between the current 21st Century Content Standards and Objectives for ELA and Mathematics in West Virginia Schools and the Next Generation of English Language Arts and Mathematics Content Standards and Objectives for WV Schools. This crosswalk document identifies matches between individual standards within the two sets of standards, addresses any changes in content by grade levels and speaks to the degree of alignment between standards from each document. The intent is to assist users in understanding the movement of content and cross-referencing instructional materials.

#### How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 



Grade Change ( $\triangle$ ) = Next Generation WV Standard WV 21<sup>st</sup> Century Standard.

Positive (+) Grade Change – Content moving to a Higher Grade.

Negative (-) Grade Change – Content Moving to Lower Grade

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade△	Alignment	Comment
	This standard is the currently- adopted standard in WV Public Schools.	+1 Positive Grade change; Content moving to higher grade  0 – No change  -1 Negative Grade change; Content moving to lower grade	Index 3: Excellent 2: Partial 1: Weak 0: Unmatched	The comments section will provide the reader with specific information relevant to the crosswalk between the standards identified. The intent is to provide the reader specific information relevant to any changes in student expectations.



### Kindergarten

#### How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment		
	Reading					
Key Ideas and Details						
ELA.K.R.C1.1 With prompting and support, ask and answer questions about key details in a literary text.	RLA.O.K.1.11 Use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).	0	1	NxG WV objectives always pair asking and answering questions. This guides students to wonder and think at a higher level, becoming learners who are more active.		
ELA.K.R.C1.2 With prompting and support, retell familiar stories, including key details in literary texts.	RLA.O.K.1.11 Use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).	0	1	NxG WV objective includes key details, requiring students to understand the connections in the story in addition to stating facts.		
ELA.K.R.C1.3 With prompting and support, identify characters, settings, and major events in a story in literary text.	RLA.O.K.1.11 Use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).	0	2	NxG WV objectives more narrowly define the specific skills for each objective. The 21C WV objective had story elements, concepts of print, and comprehension skills included in the same objective.		
ELA.K.R.C1.4 With prompting and support, ask and answer questions about key details in an informational text.	RLA.O.K.1.11 Use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence,	0	1	NxG WV objectives always pair asking and answering questions. This guides students to wonder and think at a higher level, becoming learners who are more		

	retelling, predicting).			active. Key details require students to understand the connections in the story in addition to stating facts.
ELA.K.R.C1.5 With prompting and support, identify the main topic and retell key details of an informational text.	RLA.O.K.1.11 Use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).	0	1	NxG WV objectives include key details, requiring students to understand the connections in the story in addition to stating facts.
ELA.K.R.C1.6 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	RLA.O.5.1.10 Compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts.	-5	1	NxG WV objectives make connections between two people, ideas or events in text, not just between the text and self. 21C WV objective requires making connections and begins in 5 <sup>th</sup> grade.
Craft and Structure ELA.K.R.C2.1 Ask and answer	RLA.O.1.1.6 Use a variety of context	-1	1	NxG WV objectives always pair asking
questions about unknown words in a literary text.	clues to confirm unknown words (e.g., prior knowledge, reading ahead, reread).			and answering questions. This guides students to wonder and think at a higher level, becoming learners who are more active.
ELA.K.R.C2.2 Recognize common types of texts (e.g., storybooks, poems).	RLA.O.2.1.14 Recognize genre in literary texts: fairy tales, folk tales, poems, fables, fantasies, biographies, short stories, chapter books, plays and informational texts, magazines, textbooks, electronic resources, reference materials.	-2	2	NxG WV objective is new at the Kindergarten level. Genre and text types begin in 2 <sup>nd</sup> grade in 21 C WV CSO's.
ELA.K.R.C2.3 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text.	RLA.O.K.1.11 Use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).	0	1	NxG WV objective requires kindergarteners to expand their understanding of author and illustrator.
ELA.K.R.C2.4 With prompting and support, ask and answer questions about unknown words in an informational text.	RLA.O.1.1.6 Use a variety of context clues to confirm unknown words (e.g., prior knowledge, reading ahead, reread).	-1	1	NxG WV objectives always pair asking and answering questions. This guides students to wonder and think at a higher level, becoming learners who are more active.
ELA.K.R.C2.5 Identify the front cover, back cover, and title page of a book.	RLA.O.K.1.10 Use concepts of print front of book, title, hold book correctly, follow words from left to right and top to bottom of page,	0	1	NxG WV objective separates book parts from concepts of print.

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	spaces, turn pages left to right, one-			
	to-one match of print and voice,			
	difference between words and			
	letters.			
ELA.K.R.C2.6 Name the author and	RLA.O.K.1.11 Use basic	0	1	NxG WV objective requires
illustrator of a text and define the	comprehension concepts in a variety			kindergarteners to expand their
role of each in presenting the ideas	of texts (e.g., author/illustrator, main			understanding of author and illustrator.
or information in a text.	idea, setting, characters, sequence,			· ·
	retelling, predicting).			
Integration of Knowledge and Ideas				
ELA.K.R.C3. 1 With prompting and	VA.O.K.6.2 Discuss relationships	0	1	NxG WV objective is new for Kindergarten
support, describe the relationship	between art and other disciplines,	-	-	reading. Illustrations and stories are
between illustrations and the literary	e.g. illustrations with stories,			mentioned together in the 21C WV
story in which they appear (e.g.,	narrative quilts/story cloths; artworks			objectives in visual arts.
what moment in a story an	depicting weather conditions with			objectives in visual arter
illustration depicts).	science.			
ELA.K.R.C3.2 (Not applicable to				
literature)				
ELA.K.R.C3.3 With prompting and	RLA.O.5.1.10 Compare and contrast	-5	1	NxG WV objectives make connections
support, compare and contrast the	text connections to self, to other texts	· ·		between two people, ideas or events in
adventures and experiences of	and to world cultures in literary and			text, not merely between the text and self.
characters in familiar literary stories.	informational texts.			21C WV objectives begin this in 5 <sup>th</sup> grade.
ELA.K.R.C3.4 With prompting and	RLA.O.K.3.3 Understand the main	0	1	NxG WV objective is new for Kindergarten
support, describe the relationship	idea or message in visual media	Ū		reading. Describing relationships between
between illustrations and the	(e.g., pictures, cartoons, weather			illustrations and the text is not addressed
informational text in which they	reports, newspaper photos, visual			in 21C WV objectives.
appear (e.g., what person, place,	narratives).			in 210 TT objectives.
thing, or idea in the text an	113.113.111.00).			
illustration depicts).				
ELA.K.R.C3.5 With prompting and	RLA.O.5.1.6 Determine main ideas	-5	1	NxG WV objective requires
support, identify the reasons an	and locate supporting details in	Ü		kindergarteners to expand their
author gives to support points in a	literary passages and informational			understanding of author and illustrator.
literary or informational text.	texts.			and order and made at a
ELA.K.R.C3.6 With prompting and	RLA.O.5.1.10 Compare and contrast	-5	1	NxG WV objectives make connections
support, identify basic similarities in,	text connections to self, to other texts	-		between two people, ideas or events in
and differences between two literary	and to world cultures in literary and			text, not merely between the text and self.
or informational texts on the same	informational texts.			21C WV objectives begin this in 5 <sup>th</sup> grade.
topic (e.g., in illustrations,				grador
descriptions, or procedures).				
Range of Reading and Level of Tex	t Complexity			
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ELA.K.R.C4.1 Actively engage in			0	NxG WV objective is new for
group reading activities of literary				Kindergarten. Setting the purpose and
texts with purpose and				seeking understanding is now the
understanding.				responsibility of the student.
ELA.K.R.C4.2 Actively engage in			0	NxG WV objective is new for
group reading activities of				Kindergarten. Setting the purpose and
informational texts with purpose and				seeking understanding is now the
understanding.				responsibility of the student.
Print Concepts				
ELA.K.R.C5.1 Demonstrate	RLA.O.K.1.10 Use concepts of print	0	2	NxG WV objective separates book parts
understanding of the organization	front of book, title, hold book			from concepts of print.
and basic features of print. Follow	correctly, follow words from left to			
words from left to right, top to	right and top to bottom of page,			
bottom, and page by page.	spaces, turn pages left to right, one-			
Recognize that spoken words are	to-one match of print and voice,			
represented in written language by	difference between words and			
specific sequences of letters.	letters.			
Understand that words are				
separated by spaces in print.				
Recognize and name all upper- and				
lowercase letters of the alphabet.				
ELA.K.R.C5.1 Demonstrate	RLA.O.K.1.5 Name all lower/upper	0	2	NxG WV objective is more concise. One
understanding of the organization	case letters in random order.			objective with bullets takes the place of 4
and basic features of print. Follow				or more objectives.
words from left to right, top to				,
bottom, and page by page.				
Recognize that spoken words are				
represented in written language by				
specific sequences of letters.				
Understand that words are				
separated by spaces in print.				
Recognize and name all upper- and				
lowercase letters of the alphabet.				
Phonological Awareness				
ELA.K.R.C6.1 Demonstrate	RLA.O.K.1.1 Segment words into	0	2	NxG WV objective introduces rhyming
understanding of spoken words,	phonemes (cat = /c/ /a/ /t/)			words as a new skill.
syllables, and sounds (phonemes).	, ,			
Recognize and produce rhyming				
words. Count, pronounce, blend,				
and segment syllables in spoken				

words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in				
simple, one-syllable words to make new words.  ELA.K.R.C6.1 Demonstrate understanding of spoken words,	RLA.O.K.1.2 Blend phonemes into words (/p/ /l/ /â/ = play).	0	2	NxG WV objective combines blending and segmenting and is more concise.
syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				
ELA.K.R.C6.1 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final	RLA.O.K.1.3 Manipulate onset and rime (word families).	0	2	NxG WV objective is more concise and explicit. One objective with bullets takes the place of 4 or more objectives.

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sounds (phonemes) in three-				
phoneme (consonant-vowel-				
consonant, or CVC) words.1 (This				
does not include CVCs ending with				
/l/, /r/, or /x/.) Add or substitute				
individual sounds (phonemes) in				
simple, one-syllable words to make				
new words.				
ELA.K.R.C6.1 Demonstrate	RLA.O.K.1.4 Use basic elements of	0	2	NxG WV objective is more concise and
understanding of spoken words,	phonetic analysis (e.g., common			specific. One objective with bullets takes
syllables, and sounds (phonemes).	letter/sound relationships,			the place of 4 or more objectives.
Recognize and produce rhyming	beginning/ending consonant sounds,			,
words. Count, pronounce, blend,	short vowel sounds, and word			
and segment syllables in spoken	patterns).			
words. Blend and segment onsets	,			
and rimes of single-syllable spoken				
words. Isolate and pronounce the				
initial, medial vowel, and final				
sounds (phonemes) in three-				
phoneme (consonant-vowel-				
consonant, or CVC) words. (This				
does not include CVCs ending with				
/l/, /r/, or /x/.) Add or substitute				
individual sounds (phonemes) in				
simple, one-syllable words to make				
new words.				
ELA.K.R.C6.1 Demonstrate	RLA.O.1.1.3 Substitute, delete and	-1	2	NxG WV objective includes adding and
understanding of spoken words,	manipulate beginning and ending	•	_	substituting sounds in words, a
syllables, and sounds (phonemes).	phonemes			phonological skill added to the
Recognize and produce rhyming	prioriemed			Kindergarten objectives.
words. Count, pronounce, blend,				Tandorganion objectives.
and segment syllables in spoken				
words. Blend and segment onsets				
and rimes of single-syllable spoken				
words. Isolate and pronounce the				
initial, medial vowel, and final				
sounds (phonemes) in three-				
phoneme (consonant-vowel-				
consonant, or CVC) words. <sup>1</sup> (This				
does not include CVCs ending with				
according with				

/l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  Phonics and Word Recognition				
ELA.K.R.C7.1 Know and apply	RLA.O.K.1.4 Use basic elements of	0	2	NyC W// objective is more consists and
grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	phonetic analysis (e.g., common letter/sound relationships, beginning/ending consonant sounds, short vowel sounds, and word patterns).	0	2	NxG WV objective is more concise and explicit. One objective with bullets takes the place of 4 or more objectives.
ELA.K.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RLA.O.1.1.4 Use basic elements of phonetic analysis to decode unknown words: sound-symbol relationships, beginning/ending consonants, short and long vowel sounds, blends, digraphs, diphthongs.	-1	2	NxG WV objective includes long vowel sounds for decoding purposes.
ELA.K.R.C7.1 Know and apply	RLA.O.K.1.6 Read level-appropriate	0	2	NxG WV objective requires students to
grade-level phonics and word	sight words and read decodable c-v-			understand that when two words look

analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ	c words			different, they must sound different.
Fluency	DI A O K 1.14 Dovelop independent	0		NyC objective is more explicit and mirrors
ELA.K.R.C8.1 Read emergent- reader texts with purpose and understanding.	RLA.O.K.1.14 Develop independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text	0	2	NxG objective is more explicit and mirrors other objectives, which emphasize understanding.
	Writing			
Text Types and Purposes				
ELA.K.W.C9.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is</i> ).	RLA.O.K.2.2 Use writing and other methods for self-expression (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists).	0	2	NxG WV objective is more specific.
ELA.K.W.C9.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	RLA.O.K.2.2 Use writing and other methods for self-expression (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists).	0	1	NxG WV objective addresses informative writing.
ELA.K.W.C9.3 Use a combination of drawing, dictating, and writing to narrate a single event or several	RLA.O.K.2.2 Use writing and other methods for self-expression (e.g., drawing pictures, using letters or	0	1	NxG WV objective includes more thinking, analyzing and requires personal response when writing in Kindergarten. Student

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loosely linked events, tell about the	phonetically spelled words, telling,			thought process is emphasized while his
events in the order in which they	dictating, making lists).			writing is supported.
occurred, and provide a reaction to				
what happened.				
Production and Distribution of Write	ting			
ELA.K.W.C10.1 (Begins in grade 3)				
ELA.K.W.C10.2 With guidance and	RLA.O.K.2.3 Begin to compose	0	1	NxG WV objective includes the skill of
support from adults, respond to	written works using appropriate parts			collaboration and again emphasizes the
questions and suggestions from	of the writing process (e.g., initial			student thought process as he writes in
peers and add details to strengthen	attention to planning and drafting			more detail.
writing as needed.	class publishing).			
ELA.K.W.C10.3 With guidance and	21C.O.PK-2.2.TT.3 Student identifies	0	1	NxG WV objective includes the skills of
support from adults, explore a	different purposes among software			collaboration and inquiry as applied to
variety of digital tools to produce	applications (e.g., puzzles, writing			writing.
and publish writing, including in	tools, graphing tools, concept			
collaboration with peers.	mapping tools). Student selects			
· ·	technology tools and software to			
	solve problems (e.g., presentation			
	software to explain and communicate			
	information, drawing or paint			
	software to make a picture, email			
	software to send messages, Internet			
	browser to access websites, and			
	word processing software to write a			
	story).			
Research to Build and Present Kno	owledge			
ELA.K.W.C11.1 Participate in	RLA.O.K.2.7 Use a variety of	0	2	NxG WV objective includes the skills of
shared research and writing	sources to gather information in			collaboration and inquiry to emphasize the
projects (e.g., explore a number of	sharing thoughts and ideas (e.g.,			thought process leading to expressing an
books by a favorite author and	pictures, charts and graphs,			opinion.
express opinions about them).	electronic resources).			·
ELA.K.W.C11.2 With guidance and	RLA.O.K.2.7 Use a variety of	0	1	NxG WV objective includes the skills of
support from adults, recall	sources to gather information in			collaboration and inquiry to emphasize the
information from experiences or	sharing thoughts and ideas (e.g.,			thought process leading to answering
gather information from provided	pictures, charts and graphs,			questions based on research or
sources to answer a question.	electronic resources).			experiences.
ELA.K.W.C11.3 (Begins in grade 4)				
Range of Writing				
ELA.K.W.C12.1 (Begins in grade 3)				
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Speaking & Listening					
Comprehension and Collaboration		sterning			
ELA.K.SL.C13.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through	RLA.O.4.3.3 Recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).	-4	1	NxG WV objective includes the skill of collaboration and introduces conversation as an important life skill.	
multiple exchanges.  ELA.K.SL.C13.2 Confirm  understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			0	NxG WV objectives always pair asking and answering questions. This guides students to wonder and think at a higher level becoming learners who are more active. It assumes that students are responsible for their learning and understanding.	
ELA.K.SL.C13.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			0	NxG WV objectives hold the student responsible for recognizing gaps in their understanding and seeking help.	
Presentation of Knowledge and Ide	eas		l		
ELA.K.SL.C14.1 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			0	NxG WV CSO's stress detail in oral presentations.	
ELA.K.SL.C14.2 Add drawings or other visual displays to descriptions as desired to provide additional detail.			0	NxG WV CSO's include visual displays with presentations for added detail.	
ELA.K.SL.C14.3 Speak audibly and express thoughts, feelings, and ideas clearly.			0	NxG WV CSO's require students to consider how well they communicate.	
Language					
Conventions of Standard English					
ELA.K.L.C15.1 Demonstrate	RLA.O.K.2.1 Develop proper	0	2	NxG WV objectives stress the thought	

command of the conventions of Standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities.	manuscript techniques in print: correct directionality, proper writing positions, print upper/lower case letters and numerals, first and/or last name, uniformity.			process for writing rather than the mechanics of writing.
ELA.K.L.C15.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities.	RLA.O.1.2.8 Identify and apply grammar in written composition (e.g., nouns, verbs, declarative, interrogative sentences).	-1	1	NxG WV objectives apply grammar to writing and speaking.
ELA.K.L.C15.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular	RLA.O.1.2.2 Construct complete sentences in written compositions (e.g., capitalize first word, include a noun and verb, ending punctuation).	-1	1	NxG WV objectives apply grammar to writing and speaking.

plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in				
shared language activities.				
ELA.K.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun <i>I</i> . Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	RLA.O.K.2.5 Use conventions of capitalization in written composition (e.g., first and last name, first word of sentence, I).	0	2	NxG WV objective is more concise. One objective with bullets takes the place of 4 or more objectives.
ELA.K.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun <i>I</i> . Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	RLA.O.K.2.6 Identify and use conventions of punctuation in written composition (e.g., period, question mark.	0	2	NxG WV objective is more concise. One objective with bullets takes the place of 4 or more objectives.
ELA.K.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when	RLA.O.K.2.4 Use conventions of spelling in written relationships (e.g., use letter/sound relationships to spell independently, spell some high	0	2	NxG WV objective is more concise. One objective with bullets takes the place of 4 or more objectives.

writing. Capitalize the first word in a sentence and the pronoun <i>I</i> . Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel	frequency words appropriate to grade level).		
sounds (phonemes). Spell simple words phonetically, drawing on			
knowledge of sound-letter			
relationships.			
Knowledge of Language			
ELA.K.L.C16.1 (Begins in grade 2)			
Vocabulary Acquisition and Use			
ELA.K.L.C17.1 Determine or clarify		0	NxG WV objective is new for
the meaning of unknown and			Kindergarten; it mirrors others in that
multiple-meaning words and			student understanding is emphasized.
phrases based on kindergarten			
reading and content. Identify new			
meanings for familiar words and			
apply them accurately (e.g.,			
knowing <i>duck</i> is a bird and learning			
the verb to <i>duck</i> ). Use the most			
frequently occurring inflections and			
affixes (e.g., -ed, -s, re-, un-, pre-, -			
ful, -less) as a clue to the meaning			
of an unknown word.			
ELA.K.L.C17.2 With guidance and		0	NxG WV objective is new for
support from adults, explore word			Kindergarten; it mirrors others in that
relationships and nuances in word			student understanding is emphasized.
meanings. Sort common objects			Students need to think deeply and apply
into categories (e.g., shapes, foods)			what they learn by demonstrating new
to gain a sense of the concepts the			vocabulary.
categories represent. Demonstrate			
understanding of frequently			
occurring verbs and adjectives by			
relating them to their opposites			
(antonyms). Identify real-life			
connections between words and			
their use (e.g., note places at			
school that are colorful). Distinguish			
shades of meaning among verbs			

describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.				
ELA.K.L.C17.3 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	RLA.O.K.1.7 Use new vocabulary in speaking.	0	1	NxG WV objective is more explicit and written to show what the student is expected to demonstrate.



#### First Grade

#### How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment
	Reading	3		
Key Ideas and Details				
ELA.1.R.C1.1 Ask and answer questions about key details in a literary text.	RLA.O.1.1.16 Construct responses to both literal and interpretive comprehension questions after reading informational or literary text.	0	2	NxG WV objective requires asking questions in addition to answering them, which is a higher order thinking skill.
ELA.1.R.C1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson in literary texts.	RLA.O.1.1.14 Use basic comprehension concepts to understand literary and informational texts (e.g., story elements, main idea, sequence, cause and effect, prediction, retelling).	0	1	NxG WV objective requires retelling, which is important to demonstrating comprehension. Students may use basic comprehension concepts to demonstrate understanding of the central message in a text.
ELA.1.R.C1.3 Describe characters, settings, and major events in a story, using key details in literary texts.	RLA.O.1.1.14 Use basic comprehension concepts to understand literary and informational texts (e.g., story elements, main idea, sequence, cause and effect, prediction, retelling).	0	2	NxG WV objective and 21 C WV CSO objectives focus on elements of literature and require students to identify and use these elements.

ELA.1.R.C1.4 Ask and answer questions about key details in an informational text.  ELA.1.R.C1.5 Identify the main topic and retell key details of an informational text.	RLA.O.1.1.16 Construct responses to both literal and interpretive comprehension questions after reading informational or literary text.  RLA.O.1.1.14 Use basic comprehension concepts to understand literary and informational	0	1	NxG WV objective requires asking questions in addition to answering them, which is a higher order thinking skill. NxG WV objective focuses on key details, while the 21C WV objective focuses on literary and interpretive questions.  The NxG WV objective focuses on identifying main idea and key details, while the 21C WV Objective includes
	texts (e.g., story elements, main idea, sequence, cause and effect, prediction, retelling).			additional comprehension concepts.
ELA.1.R.C1.6 Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	RLA.O.5.1.10 Compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts.	-4	2	NxG WV objective requires students to make connections between elements in informational text, while the 21C WV includes relating texts to self to make connections.
Craft and Structure				
ELA.1.R.C2.1 In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			0	NxG WV objective is new.
ELA.1.R.C2.2 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types.	RLA.O.1.1.9 Establish purpose for reading (e.g., for information, for pleasure, to identify a specific viewpoint).	0	1	NxG WV objective requires telling the differences between literary and informational text. The 21C WV objective is establishing why the student is reading a selection.
ELA.1.R.C2.3 Identify who is telling the story at various points in a literary text.	RLA.O.7.1.5 Determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose: plot, character, setting, conflict, rising and falling action, climax, resolution, point of view, antagonist, protagonist, hero.	-6	1	NxG WV objective focuses on identifying the narrator of a story. This is not included in any elementary 21C WV CSO.
ELA.1.R.C2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.	RLA.O.2.1.7 Use a variety of context clues to determine word meanings (e.g., prior knowledge, read ahead, reread).	-1	1	NxG WV objective focuses on clarifying the meaning of words or phrases by asking and answering questions and does not list specific strategies. These

				comprehension strategies are addressed in other NxG WV CSO's.
ELA.1.R.C2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in an informational text.	RLA.O.2.1.8 Use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).	-1	1	NxG WV objective uses text features to locate information. The 21C WV objective uses meaning clues to aid comprehension and make predictions.
ELA.1.R.C2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.			0	NxG WV objective is new.
Integration of Knowledge and Idea		0		ALC MAY although a few after the start
ELA.1.R.C3.1 Use illustrations and details in a story to describe its characters, setting, or events in literary texts.	RLA.O.1.1.12 Use meaning clues to aid comprehension and make predictions about content (e.g., pictures, title, cover, story sequence).	0	2	NxG WV objective is using illustrations and details in a story to describe story elements. The second grade 21C WV objective focuses on using meaning clues to aid comprehension; this includes pictures and other elements.
ELA.1.R.C3.2 Not applicable to Literature.				
ELA.1.R.C3.3 Compare and contrast the adventures and experiences of characters in stories in literary texts.	RLA.O.2.1.11 Use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.	-1	1	NxG WV objective focus is to compare and contrast characters in literary text, while the 21C WV objective includes this skill and additional skills.
ELA.1.R.C3.4 Use the illustrations and details in a text to describe its key ideas in informational texts.	RLA.O.1.1.14 Use basic comprehension concepts to understand literary and informational texts (e.g., story elements, main idea, sequence, cause and effect, prediction, retelling).	0	1	NxG WV objective focuses on using illustrations and details to support the main idea, while the 21C WV objective uses multiple comprehension strategies to understand both literary and informational texts.
ELA.1.R.C3.5 Identify the reasons an author gives to support points in an informational text.	RLA.O.4.1.9 Determine the author's purpose in literary and informational texts and use supporting material to justify author's intent: to persuade, to	-3	1	NxG WV objective focuses on identifying reasons an author gives to support points in informational text, while the 21C WV objective includes author's purpose and

	<u> </u>			
	entertain, to inform, and to determine			intent.
	a specific viewpoint.			
ELA.1.R.C3.6 Identify basic	RLA.O.2.1.11 Use literary and	-1	1	NxG WV objective compares and
similarities in, and differences	informational texts to summarize,			contrasts two informational texts, while the
between two informational texts on	determine story elements, determine			21C WV objective specifies additional
the same topic (e.g., in illustrations,	cause and effect, compare and			comprehension strategies used to
descriptions, or procedures).	contrast, predict, sequence, draw			understand literary and informational
	conclusions, describe characters and			texts.
	provide main idea and support			
	details.			
Range of Reading and Level of Tex				
ELA.1.R.C4.1 With prompting and	RLA.O.1.1.11 Read familiar stories,	0	1	NxG WV objective provides students with
support, read prose and poetry of	poems, rhymes and passages with			prompting and support, but the text
appropriate complexity for grade 1	fluency: appropriate rate, accuracy,			complexity must be at grade level.
in literary texts.	prosody.			
ELA.R.C4.2 With prompting and	RLA.O.1.1.11 Read familiar stories,	0	1	NxG WV objective provides students with
support, read informational texts	poems, rhymes and passages with			prompting and support, but the text
appropriately complex for grade 1 in	fluency: appropriate rate, accuracy,			complexity must be at grade level.
informational texts.	prosody.			
Print Concepts				
ELA.1.R.C5.1 Demonstrate	RLA.O.1.1.10 Determine and	0	2	NxG WV objective focuses on the
understanding of the organization	describe how print is organized and			organization of basic print features, and
and basic features of print.	read (e.g., author, illustrator,			the 21C WV (from the second grade)
Recognize the distinguishing	difference between letters, words,			objective also focuses on print features
features of a sentence (e.g., first	sentences, purpose of capitalization			such as sentences, capitalization and
word, capitalization, ending	or punctuation).			punctuation. NxG WV objective requires
punctuation).				students to demonstrate understanding
				and the 21C WV objective requires
				students to determine how print is
				organized and read.
Phonological Awareness				
ELA.1.R.C6.1 Demonstrate	RLA.O.1.1.4 Use basic elements of	0	2	NxG WV objective requires students to
understanding of spoken words,	phonetic analysis to decode			demonstrate understanding of spoken
syllables, and sounds (phonemes).	unknown words: sound-symbol			words, syllables and sounds. 21C WV
Distinguish long from short vowel	relationships, beginning/ending			objective is a second grade objective. It
sounds in spoken single-syllable	consonants, short and long vowel			requires students to use basic elements of
words. Orally produce single-	sounds, blends, digraphs,			phonetic analysis to decode unknown
syllable words by blending sounds	diphthongs.			words, which implies that the words are
(phonemes), including consonant				being read and not spoken. Both
blends. Isolate and pronounce				objectives focus on short and long vowel

initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  ELA.1.R.C6.1 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable	RLA.O.1.1.2 Blend and segment the phonemes of most one-syllable words.	0	1	sounds, consonant blends, and initial/final sounds.  NxG WV objective requires students to demonstrate understanding of segmenting spoken one-syllable words. It contains more specific details about phonetic analysis. 21C WV objective requires
words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				students to blend and segment phonemes of one-syllable words both written and orally.
Phonics and Word Recognition				
ELA.1.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with	RLA.O.1.1.4 Use basic elements of phonetic analysis to decode unknown words: sound-symbol relationships, beginning/ending consonants, short and long vowel sounds, blends, digraphs, diphthongs.	0	2	Both objectives require students to know and apply grade-level phonics and word analysis skills to decode words. Similar skills listed are sound-symbol relationships, digraphs, and vowel sounds and spellings.

inflactional andiana Decomina and	T			
inflectional endings. Recognize and				
read grade-appropriate irregularly				
spelled words.	DIA COLLUIT	4		
ELA.1.R.C7.1 Know and apply	RLA.O.2.1.3 Identify and practice	-1	1	While the NxG WV objective focuses on
grade-level phonics and word	basic elements of structural analysis			phonetic analysis (not structural analysis),
analysis skills in decoding words.	to decode unknown words (e.g.,			the common elements between these
Know the spelling-sound	syllables, prefixes, suffixes, root			objectives include using syllables, and
correspondences for common	words, compound words, spelling			spelling patterns.
consonant digraphs (two letters that	patterns, contractions).			
represent one sound). Decode				
regularly spelled one-syllable				
words. Know final -e and common				
vowel team conventions for				
representing long vowel sounds.				
Use knowledge that every syllable must have a vowel sound to				
determine the number of syllables				
in a printed word. Decode two-				
syllable words following basic				
patterns by breaking the words into				
syllables. Read words with				
inflectional endings. Recognize and				
read grade-appropriate irregularly				
spelled words.				
ELA.1.R.C7.1 Know and apply	RLA.O.1.1.7 Understand level	0	1	NxG WV objective includes recognizing
grade-level phonics and word	appropriate sight words and			and reading grade-appropriate irregularly
analysis skills in decoding words.	vocabulary (e.g., high frequency			spelled words (in the last bullet). This 21C
Know the spelling-sound	words, antonyms, synonyms,			WV objective requires students to
correspondences for common	multiple meaning words).			recognize and read grade level
consonant digraphs (two letters that				appropriate sight words and high
represent one sound). Decode				frequency words.
regularly spelled one-syllable				
words. Know final -e and common				
vowel team conventions for				
representing long vowel sounds.				
Use knowledge that every syllable				
must have a vowel sound to				
determine the number of syllables				
in a printed word. Decode two-				
syllable words following basic				

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patterns by breaking the words into				
syllables. Read words with				
inflectional endings. Recognize and				
read grade-appropriate irregularly				
spelled words.				
Fluency				
ELA.1.R.C8.1 Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RLA.O.1.1.11 Read familiar stories, poems, rhymes and passages with fluency: appropriate rate, accuracy, prosody.	0	2	Both objectives require students to read with accuracy, fluency and expression.  NxG WV objective also requires the text be on level and requires students to use context to make self-corrections, and reread for understanding.
ELA.1.R.C8.1 Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RLA.O.1.1.13 Read first grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	0	2	Both objectives require students to read grade-level texts, and use self-correction strategies and rereading. NxG WV objective also requires students to read with accuracy, fluency, and expression.
•	Writing			
Text Types and Purposes				
ELA.1.W.C9.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	RLA.O.1.2.9 Compose in a variety of forms or genres (e.g., journal writing, written response to literature, writing poems).	0	1	NxG WV objective requires students to write an opinion piece with specific elements, whereas the 21C WV objective includes writing of any form or genre and does not specify required elements.
ELA.1.W.C9.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	RLA.O.1.2.9 Compose in a variety of forms or genres (e.g., journal writing, written response to literature, writing poems).	0	1	NxG WV objective requires students to write an informative/explanatory text with key idea and supporting details, whereas the 21C WV objective includes writing of any form or genre and does not specify

				required elements.
ELA.1.W.C9.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.	RLA.O.1.2.9 Compose in a variety of forms or genres (e.g., journal writing, written response to literature, writing poems).	0	1	NxG WV objective requires student to write a narrative with specific elements, whereas the 21C WV objective includes writing of any form or genre and does not specify required elements.
Production and Distribution of Writ	ting			
ELA.1.W.C10.1 (Begins in Grade 3.)				
ELA.1.W.C10.2 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	RLA.O.1.2.4 Compose written works using appropriate parts of the writing process (e.g., initial attention to planning, drafting, rereading for meaning, some self correction and class/individual publishing).	0	1	NxG WV objective requires students to add details and strengthen writing with support. The 21C WV Objective specifically states the steps in the revision process.
ELA.1.W.C10.3 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	21C.O.3-4.2.TT.3 Student uses technology tools (e.g., presentation software, word processing software, publishing software, group web page design, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create informative products for audiences inside and outside the classroom.	-2	2	NxG WV objective is aligned with a grade 3-4 Technology Tool objective. Both objectives require students to use digital tools to publish writing, including collaboration with peers. The first grade NxG WV objective allows for guidance and support from adults.
Research to Build and Present Kno	owledge			
ELA.1.W.C11.1 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	RLA.O.3.2.12 Use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming, list questions, use graphic organizers, organize prior knowledge about a topic, develop a course of action for writing, determine how to locate necessary information).	-2	1	NxG WV objective requires students to participate in shared research and writing, while the 21C WV objective focuses on using a variety of research strategies. These strategies could be used in the NxG WV objective, but are not specifically stated.
ELA.1.W.C11.2 With guidance and support from adults, recall information from experiences or	RLA.O.1.2.11 Use a variety of sources to gather information to share thoughts and ideas (e.g.,	0	2	In both objectives, students are using a variety of sources to answer a question or share thoughts and ideas.

			ı	1
gather information from provided	informational books, pictures, charts,			
sources to answer a question.	graphs).			
ELA.1.W.C11.3 (Begins in grade 4.)				
Range of Writing			1	
ELA1.W.C12.1 (Begins in grade 3.)				
	Speaking & Lis	stening		
<b>Comprehension and Collaboration</b>				
ELA.1.SL.C13.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions	RLA.O.4.3.3 Recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).	-3	1	NxG WV objective focuses on students participating in collaborative conversations.
to clear up any confusion about the				
topics and texts under discussion.  ELA.1.SL.C13.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	RLA.O.1.3.1 Listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns (e.g., retell in sequence, relate information to own life, describe character – setting – plot, engage in creative and dramatic play, imagine beyond the story).	0	2	NxG WV objective requires students to ask and answer questions about key details in a text read aloud or information presented orally through other media. This is similar to the 21C WV objective that requires students to listen, recite and respond to familiar stories, poems, nursery rhymes, songs. Demonstration of comprehension strategies and an understanding of story elements are stated in the 21C WV objective, but implied in the NxG WV objective.
ELA.SL.C13.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	RLA.O.1.2.11 Use a variety of sources to gather information to share thoughts and ideas (e.g., informational books, pictures, charts, graphs).	0	1	NxG WV objective focuses on listening to what a speaker says and asking and answering questions to gather additional information to clarify what is not understood. The 21C WV objective

				requires students to gather and share information, but is not specific to listening to a speaker.
Presentation of Knowledge and Ide	eas			
ELA.1.SL.C14.1 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	RLA.O.1.3.3 Create a real or imaginary experience with oral and/or visual communication.	0	1	NxG WV objective requires students to use descriptions and details to express ideas and feelings clearly in oral communication. The 21C WV objective refers to this skill as creating real or imaginary experiences using oral and visual communication.
ELA.1.SL.C14.2 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	RLA.O.1.3.3 Create a real or imaginary experience with oral and/or visual communication.	0	1	NxG WV objective requires students to use drawings, displays, and other visuals to clarify ideas, thoughts, and feelings clearly in oral communication. The 21C WV objective refers to this skill as creating real or imaginary experiences using visual and oral communication.
ELA.1.SL.C14.3 Produce complete sentences when appropriate to task and situation.	RLA.O.1.2.2 Construct complete sentences in written compositions (e.g. capitalize first word, include a noun and verb, ending punctuation).	0	1	NxG WV objective requires students to use complete sentences when appropriate to the task in a presentation. This requires students to use judgment. The 21C WV objective is general to the ability to write complete sentences.
	Languag	е		
Conventions of Standard English				
ELA.1.L.C15.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to	RLA.O.1.2.1 Demonstrate proper manuscript techniques: correct directionality, proper writing, position, print upper/lower case letters of the alphabet and numerals with proper form, demonstrate uniformity in print, and first and last name.	0	1	NxG WV objective requires students to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Specific aspects of grammar are listed in the objective. One of the categories listed refers to printing all lower and uppercase letters. This 21C WV objective requires students to demonstrate proper manuscript techniques including upper/lower case letters.

convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.				
ELA.1.L.C15.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and	RLA.O.1.2.2 Construct complete sentences in written compositions (e.g., capitalize first word, include a noun and verb, ending punctuation).	0	1	NxG WV objective requires students to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Specific aspects of grammar are listed in the objective. One of the categories listed refers to writing complete sentences. This 21C WV objective requires students to construct complete sentences in written compositions.

expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.				
ELA.1.L.C15.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	RLA.O.1.2.8 Identify and apply grammar in written composition (e.g., nouns, verbs, declarative, interrogative sentences).	0	1	NxG WV objective requires students to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Specific aspects of grammar are listed in the objective. This 21C WV objective requires students to apply grammar in written compositions and lists fewer examples.
ELA.1.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for	RLA.O.1.2.5 Identify and apply conventions of spelling in written composition (e.g. letter/sound relationships, high frequency words, transition from phonetic spelling to conventional spelling).	0	1	NxG WV objective requires students to demonstrate command of Standard English capitalization, punctuation, and spelling when writing. Specific requirements for each of these categories are listed. This 21C WV objective requires

sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.				students to identify and apply conventions of spelling in written composition.
ELA.1.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	RLA.O.1.2.6 Identify and apply conventions of capitalization in written composition (e.g., days of the week, months of the year, names of people, special places).	0	1	NxG WV objective requires students to demonstrate command of Standard English capitalization, punctuation, and spelling when writing. Specific requirements for each of these categories are listed. This 21C WV objective requires students to identify conventions of capitalization in written composition.
ELA.1.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series .Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  Knowledge of Language	RLA.O.1.2.7 Identify and apply conventions of punctuation in written composition (e.g., period, question mark, exclamation mark).	0	1	NxG WV objective requires students to demonstrate command of Standard English capitalization, punctuation, and spelling when writing. Specific requirements for each of these categories are listed. This 21C WV objective requires students to identify conventions of punctuation in written composition.

ELA.1.L.C16.1 (Begins in grade2.)				
Vocabulary Acquisition and Use				
ELA.1.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).	RLA.O.1.1.5 Use basic elements of structural analysis to decode unknown words: basic prefixes/suffixes, compound words, root words, spelling patterns, contractions.	0	1	NxG WV objective requires students to determine or clarify the meaning of unknown and multiple meaning words based on a variety of strategies. The 21C WV objective requires students to use structural analysis to decode unknown words. Some of the strategies included in the NxG WV objective are also included in the 21C WV objective: affixes (prefixes/suffixes) and root words.
ELA.1.L.C17.2 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	RLA.O.6.1.11 Identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text.	-5	1	NxG WV objective focuses on the understanding of figurative language, word relationships and nuances in word meaning. In the 21C WV objective, students must identify and understand figurative language.
ELA.1.L.C17.2 With guidance and support from adults, demonstrate	RLA.O.1.1.7 Understand level appropriate sight words and	0	1	In one part of this NxG WV objective, it requires students to distinguish between

understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	vocabulary (e.g., high frequency words, antonyms, synonyms, multiple meaning words).			shades of meaning among verbs differing in manner. The 21C WV objective focuses on vocabulary and lists a variety of word types and categories such as antonyms, synonyms and multiple meaning words.
ELA.1.L.C17.3 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	RLA.O.K.1.7 Use new vocabulary in speaking.	+1	1	NxG WV objective is more explicit and written to show what the student is expected to demonstrate.



#### **Second Grade**

#### How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subject.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment				
	Reading							
Key Ideas and Details								
ELA.2.R.C1.1 Ask and answer key ideas such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text.	RLA.0.2.1.10 Respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.	0	2	NxG WV objective focuses more specifically on demonstrating understanding of key details at a deeper level, while the 21C WV objective asks students to answer questions.				
ELA.2.R.C1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral in literary text.	RLA.0.2.1.11 Use literary and informational text to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.	0	1	NxG WV objective focuses on identifying the central message, lesson or moral in a story, while the 21C WV objective asks the student to focus on multiple comprehension skills.				
ELA.2.R.C1.3 Describe how characters in a story respond to major events and challenges in literary text.	RLA.0.2.1.11 Use literary and informational text to summarize, determine story elements,	0	2	NxG WV objective expects students to describe the character's reaction to the story events, while the 21C WV objective				

	determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.			only asks students to describe characters.
ELA.2.R.C1.4 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.	RLA.0.2.1.11 Use literary and informational text to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.	0	2	NxG WV objective focuses specifically on understanding of key details in informational text, while the 21C WV objective expects students to use multiple comprehension skills.
ELA.2.R.C1.5 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.	RLA.0.5.1.06 Determine main ideas and locate supporting details in literary passages and informational texts.	-3	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.R.C1.6 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.	RLA.0.2.1.11 Use literary and informational text to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.	0	1	NxG WV objective requires the student to identify the connections between events, concepts, or steps, while the 21C WV objective requires only that students sequence events or steps.
Craft and Structure ELA.2.R.C2.1 Describe how words	RLA.0.2.1.06 Read familiar	0	1	NxG WV objective expects students to
and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) in literary text supply rhythm and meaning in a story, poem, or song.	stories, poems and passages with fluency: appropriate rate, accuracy, prosody.	-		discuss how the role of rhythm in text supports the meaning, while the 21C WV objective only asks students to perform with fluency.
ELA.2.R.C2.2 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.	RLA.0.2.2.03 Develop a story with proper sequence (e.g., beginning-middle-end, containing a main idea, supporting details).	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.R.C2.3 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character	RLA.0.2.1.05 Describe a purpose for reading: for information, for pleasure, to understand specific viewpoints, to follow directions.	0	1	NxG WV objective asks students to acknowledge differences in characters' points of view, while the 21C WV objective addresses the author's viewpoint instead

when reading dialogue aloud from literary text.				of the character's point of view.
ELA.2.R.C2.4 Determine the meaning of words and phrases in informational text relevant to a <i>grade 2 topic or subject area</i> .	RLA.0.2.1.04 Apply explicitly taught vocabulary word in oral and written experiences.	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.R.C2.4 Determine the meaning of words and phrases in informational text relevant to a <i>grade 2 topic or</i> subject area.	RLA.0.2.1.07 Use a variety of context clues to determine word meanings (e.g., prior knowledge, read ahead, reread).	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.R.C2.5 Know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RLA.0.2.1.08 Use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).	0	2	NxG WV objective goes much deeper in using informational text features to locate facts or information.
ELA.2.R.C2.5 Know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	21C.0.PK-2.1.LS.2 Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs, and models) and use this information to solve problems and communicate information).	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.R.C2.6 Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.	RLA.0.2.1.12 Infer author's purpose in literacy and information text: to persuade, to entertain, to inform.	0	3	NxG WV objective aligns well with the 21C WV objective.
Integration of Knowledge and Ideas				
ELA.2.R.C3.1 Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.	RLA.0.2.1.08 Use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).	0	2	NxG WV objective addresses not only text features, but the text content as well, to demonstrate understanding of characters, setting, or plot, while the 21C WV objective focuses on meaning clues.
ELA.2.R.C3.2 (Not applicable to				
literature)  ELA.2.R.C3.3 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text.	RLA.0.5.1.10 Compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts.	-3	2	NxG WV objective asks students to compare the same text concept or story idea in different versions, while the 21C WV objective asks students to compare text to other texts, not necessarily the same story.

ELA.2.R.C3.4 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.	RLA.0.2.1.15 Use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., environmental print, written directions, signs, captions, electronic resources, labels).	0	1	NxG WV objective asks students to articulate how the image helps with understanding, while the 21C WV objective focuses on teaching students the skills to access the information.
ELA.2.R.C3.4 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.	21C.O.PK-2.1.LS.2 Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs and models) and use this information to solve problems and communicate information.	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.R.C3.5 Describe how reasons support specific points the author makes in an informational text.	RLA.0.2.1.12 Infer the author's purpose in literacy and information text: to persuade, to entertain, to inform.	0	2	NxG WV objective requires students to justify author's point of view with reasons, while the 21C WV objective asks only that the student be able to give the author's point of view.
ELA.2.R.C3.6 Compare and contrast the most important points presented by two informational texts on the same topic.	RLA.0.5.1.10 Compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts	-3	3	NxG WV objective aligns well with the 21C WV objective.
Range of Reading and Level of Text C				
ELA.2.R.C4.1 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RLA.0.2.1.16 Increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.R.C4.1 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RLA.0.2.1.09 Read second grade instructional level text and use self-correction strategies (e.g., decoding, searching for cues, rereading).	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.R.C4.2 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band	RLA.0.2.1.16 Increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	0	3	NxG WV objective aligns well with the 21C WV objective.

proficiently, with scaffolding as needed				
at the high end of the range.				
ELA.2.R.C4.2 By the end of year, read	RLA.0.2.1.16 Increase the amount	0	3	NxG WV objective aligns well with the 21C
and comprehend informational texts,	of independent reading to build			WV objective.
including history/social studies,	background knowledge, expand			
science, and technical texts, in the	vocabulary and comprehend			
grades 2–3 text complexity band	literary and informational text.			
proficiently, with scaffolding as needed				
at the high end of the range				
Print Concepts	,			
ELA.2.R.C5.1 (not applicable to				
second grade)				
Phonological Awareness				
ELA.2.R.C6.1 (Not applicable to				
second grade)				
Phonics and Word Recognition				
ELA.2.R.C7.1 Know and apply grade-	RLA.0.2.1.01 Identify and practice	0	3	NxG WV objective aligns well with the 21C
level phonics and word analysis skills	basic elements of phonetic			WV objective.
in decoding words. Distinguish long	analysis: syllabication, diphthongs,			
and short vowels when reading	digraphs, variant vowel sounds			
regularly spelled one-syllable words.	such as r-controlled.			
Know spelling-sound correspondences				
for additional common vowel teams.				
Decode regularly spelled two-syllable				
words with long vowels. Decode words				
with common prefixes and suffixes.				
Identify words with inconsistent but				
common spelling-sound				
correspondences. Recognize and read				
grade-appropriate irregularly spelled				
words.				
ELA.2.R.C7.1 Know and apply grade-	RLA.0.2.1.02 Identify and practice	0	3	NxG WV objective aligns well with the 21C
level phonics and word analysis skills	grade level appropriate sight			WV objective.
in decoding words. Distinguish long	words and reading vocabulary			
and short vowels when reading	(e.g., high frequency words,			
regularly spelled one-syllable words.	homonyms, homophones, multiple			
Know spelling-sound correspondences	meaning words, synonyms,			
for additional common vowel teams.	antonyms).			
Decode regularly spelled two-syllable				
words with long vowels. Decode words				

with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.  ELA.2.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled
common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.  ELA.2.R.C7.1 Know and apply grade- level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled
correspondences. Recognize and read grade-appropriate irregularly spelled words.  ELA.2.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled  RLA.0. 2.1.03 Identify and practice 0 basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).
grade-appropriate irregularly spelled words.  ELA.2.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled
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and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled
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words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled
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Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled
common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled
correspondences. Recognize and read grade-appropriate irregularly spelled
grade-appropriate irregularly spelled
words.
ELA.2.R.C7.1 Know and apply grade- RLA.0.2.1.09 Read second grade 0 3 NxG WV objective aligns well with the 21C
level phonics and word analysis skills   instructional level texts and use   WV objective aligns well with the 21C
in decoding words. Distinguish long self-correction strategies (e.g.,
and short vowels when reading decoding, searching for cues,
regularly spelled one-syllable words.   rereading).
Know spelling-sound correspondences
for additional common vowel teams.
Decode regularly spelled two-syllable
words with long vowels. Decode words
with common prefixes and suffixes.
Identify words with inconsistent but
common spelling-sound
correspondences. Recognize and read
grade-appropriate irregularly spelled
words.
Fluency
ELA.2.R. C8.1 Read with sufficient RLA.0.2.1.06 Read familiar 0 3 NxG WV objective aligns well with the 21C
accuracy and fluency to support stories, poems and passages with WV objective.
comprehension. Read on-level text   fluency: appropriate rate,

with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  ELA.2.R. C8.1 Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RLA.0.2.1.09 Read second grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	0	3	NxG WV objective aligns well with the 21C WV objective.
rereading as riceessary.	Writing	l		
Text Types and Purposes	***************************************	<u> </u>		
ELA.2.W.C9.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	RLA.0.3.2.04 Develop proper paragraph form in written composition: Beginning, middle, end, Main ideas with relevant details, Sentence variety such as declarative, interrogative and exclamatory and imperative, Descriptive and transitional words, indentations.	-1	2	NxG WV objective identifies the specific type of writing the student is asked to create, while the 21C WV objective addresses writing types generically and addresses only writing paragraphs.
ELA.2.W.C9.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	RLA.0.3.2.04 Develop proper paragraph form in written composition: Beginning, middle, end, Main ideas with relevant details, Sentence variety such as declarative, interrogative and exclamatory and imperative, Descriptive and transitional words Indentations.	-1	2	NxG WV objective identifies the specific type of writing the student is asked to create, while the 21C NxG WV objective identifies the specific type of writing the student is asked to create, while the 21 C WV objective addresses writing types generically and addresses only writing paragraphs.
ELA.2.W.C9.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions,	RLA.0.2.2.03 Develop a story with proper sequence (e.g., beginning-middle-end, containing a main idea, supporting details).	0	2	NxG WV objective includes the use of transitional words to signal event order.

thoughts, and feelings, use transitional words to signal event order, and				
provide a sense of closure.				
<b>Production and Distribution of Writin</b>	g			
ELA.2.W.C10.1 (Begins in grade 3)				
ELA.2.W.C10.2 With guidance and	RLA.0.2.2.04 Construct a story	0	3	NxG WV objective aligns well with the 21C
support from adults and peers, focus	using the five-step writing process:			WV objective.
on a topic and strengthen writing as	pre-writing, draft, revise, edit,			
needed by revising and editing.	publish.			
ELA.2.W.C10.3 With guidance and	21C.0.PK-2.1.LS.3 Student	0	3	NxG WV objective aligns well with the 21C
support from adults, use a variety of	articulates thoughts and ideas,			WV objective.
digital tools to produce and publish	representative of real and			
writing, including in collaboration with	imaginary experiences, clearly			
peers.	and effectively through oral,			
	written or multimedia			
FLACIM CACCIMITE and account	communication.	0	2	New CANA abia ativa aliana a wall with the add C
ELA.2.W.C10.3 With guidance and	RLA.0.2.3.03 Access media tools	0	3	NxG WV objective aligns well with the21C
support from adults, use a variety of	to create an oral or visual			WV objective.
digital tools to produce and publish writing, including in collaboration with	presentation (e.g., desktop			
peers.	publishing, electronic resources, photos).			
Research to Build and Present Know				
ELA.2.W.C11.1 Participate in shared	RLA.0.2.2.09 Compose a variety	0	2	NxG WV objective designates
research and writing projects (e.g.,	of forms and genres for different		2	collaborative projects, while the 21C WV
read a number of books on a single	audiences (e.g., journals, letters,			objective does not imply collaborative
topic to produce a report; record	stories, simple reports).			work for researching and producing writing
science observations).	dianes, simple reports).			projects.
ELA.2.W.C11.1 Participate in shared	21C.0.PK-2.1.LS.1 Student uses	0	3	NxG WV objective aligns well with the 21C
research and writing projects (e.g.,	text, people and electronic		J	WV objective.
read a number of books on a single	resources (e.g., interactive books,			
topic to produce a report; record	educational afterward, CD-ROMS,			
science observations).	elementary multimedia			
,	encyclopedias and search			
	engines) to locate information for			
	classroom assignments and is			
	able to identify the author and			
	purpose for each source listed.			
ELA.2.W.C11.2 Recall information	RLA.0.2.2.11 Use a variety of	0	3	NxG WV objective aligns well with the 21C
from experiences or gather information	sources to gather information to			WV objective.
from provided sources to answer a	communicate with others (e.g.,			

question.	dictionaries, informational books.			
question.	Pictures, charts, indexes, videos,			
	television programs, guest			
	speakers, graphic organizers).			
ELA.2.W.C11.3 (Begins in grade 4)	speakers, grapine organizers).			
Range of Writing				
ELA.2.W.C12.1 (Begins in grade 3)				
	Speaking & Li	stening		
Comprehension and Collaboration	opeaking a Li	oterinig		
ELA.2.L.C13.1 Participate in	21C.0.PK-2.1.LS.3 Student	0	3	NxG WV objective aligns well with the 21C
collaborative conversations with diverse partners about <i>grade 2 topics</i> and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful	articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.			WV objective.
ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.				
ELA.2.L.C13.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	RLA.0.2.3.01 Listen, recite and respond to familiar stories, poems, and songs (e.g., retell in sequence, relate information to own life, describe character, setting, plot, engage in creative dramatics, imagine beyond the story).	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.L.C13.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	21C.0.PK-2.1.LS.1 Student uses text, people and electronic resources (e.g., interactive books, educational afterward, CD-ROMS, elementary multimedia encyclopedias and search	0	3	NxG WV objective aligns well with the 21C WV objective.

	engines) to locate information for			
	classroom assignments and is			
	able to identify the author and			
	purpose for each source listed.			
Presentation of Knowledge and Ideas				
ELA.2.L.C14.1 Tell a story or recount	21C.O.PK-2.1.LS.3 Student	0	3	NxG WV objective aligns well with the 21C
an experience with appropriate facts	articulates thoughts and ideas,			WV objective.
and relevant, descriptive details,	representative of real and			
speaking audibly in coherent	imaginary experiences, clearly			
sentences.	and effectively through oral,			
	written or multimedia			
	communication.			
ELA.2.L.C14.2 Create audio	RLA.0.2.3.03 Access media tools	0	3	NxG WV objective aligns well with the 21C
recordings of stories or poems; add	to create an oral or visual			WV objective.
drawings or other visual displays to	presentation (e.g., desktop			
stories or recounts of experiences	publishing, electronic resources,			
when appropriate to clarify ideas,	photos).			
thoughts, and feelings.				
ELA.2.L.C14.3 Produce complete	21C.0.PK-2.1.LS.3 Student	0	2	NxG WV objective aligns well with the 21C
sentences when appropriate to task	articulates thoughts and ideas,			WV objective.
and situation in order to provide	representative of real and			
requested detail or clarification.	imaginary experiences, clearly			
	and effectively through oral,			
	written or multimedia			
	communication.			
	Langua	ge		
Conventions of Standard English				
ELA.2.L.C15.1 Demonstrate command	21C.0.PK-2.1.LS.3 Student	0	2	NxG WV objective aligns well with the 21C
of the conventions of standard English	articulates thoughts and ideas,			WV objective.
grammar and usage when writing or	representative of real and			,
speaking. Use collective nouns (e.g.,	imaginary experiences, clearly			
group). Form and use frequently	and effectively through oral,			
occurring irregular plural nouns (e.g.,	written or multimedia			
feet, children, teeth, mice, fish). Use	communication.			
reflexive pronouns (e.g., myself,				
ourselves). Form and use the past				
tense of frequently occurring irregular				
verbs (e.g., sat, hid, told). Use				
adjectives and adverbs, and choose				

			,	
between them depending on what is to				
be modified. Produce, expand, and				
rearrange complete simple and				
compound sentences (e.g., The boy				
watched the movie; The little boy				
watched the movie; The action movie				
was watched by the little boy).				
ELA.2.L.C15.1 Demonstrate command	RLA.0.2.2.08 Use grammar in	0	3	NxG WV objective aligns well with the 21C
of the conventions of standard English	written composition (e.g., correct			WV objective.
grammar and usage when writing or	subject/verb agreement, simple			•
speaking. Use collective nouns (e.g.,	adjectives, adverbs).			
<i>group</i> ). Form and use frequently	,			
occurring irregular plural nouns (e.g.,				
feet, children, teeth, mice, fish). Use				
reflexive pronouns (e.g., <i>myself</i> ,				
ourselves). Form and use the past				
tense of frequently occurring irregular				
verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ). Use				
adjectives and adverbs, and choose				
between them depending on what is to				
be modified. Produce, expand, and				
rearrange complete simple and				
compound sentences (e.g., The boy				
watched the movie; The little boy				
watched the movie; The action movie				
was watched by the little boy).	DIA 0 0 0 05 Hay and a distance		0	NI O MAN / all'ant' annut'an all-lana' an
ELA.2.L.C15.2 Demonstrate	RLA.0.2.2.05 Use conventions of	0	3	NxG WV objective portion addressing
command of the conventions of	spelling in written composition			spelling aligns well to the 21C WV
standard English capitalization,	(e.g., spell high frequency words			objective addressing the same.
punctuation, and spelling when writing.	from appropriate grade level lists,			
Capitalize holidays, product names,	use letter/sound relationships to			
and geographic names. Use commas	spell independently, spell irregular			
in greetings and closings of letters.	words, transition from phonetic to			
Use an apostrophe to form	conventional spelling).			
contractions and frequently occurring				
possessives. Generalize learned				
spelling patterns when writing words				
(e.g., $cage \rightarrow badge; boy \rightarrow boil$ ).				
Consult reference materials, including	1		1	

check and correct spellings		1		
check and correct spellings.  ELA.2.L.C15.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	RLA.0.2.2.06 Use conventions of capitalization in written composition (e.g., titles, initials, titles of written works, greeting and closing of a letter).	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.L.C15.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	RLA.0.2.2.07 Use conventions of punctuation in written composition (e.g., period in abbreviations, initials, commas in dates, greeting and closing of letter, separate city-state-country, separate items in a list, apostrophe in contractions and singular possessives).	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.L.C15.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives.	RLA.0.2.2.11 Use a variety of sources to gather information to communicate with others (e.g., dictionaries, informational books, pictures, charts, indexes, videos, television programs, guest speakers, graphic organizers).	0	3	NxG WV objective aligns well with the 21C WV objective.

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Generalize learned spelling patterns				
when writing words (e.g., cage →				
$badge; boy \rightarrow boil$ ). Consult reference	e			
materials, including beginning				
dictionaries, as needed to check and				
correct spellings.				
Knowledge of Language				
ELA.2.L.C16.1 Use knowledge of	21C.O.PK-2.1.LS.3 Student	0	3	NxG WV objective aligns well with the 21C
language and its conventions when	articulates thoughts and ideas,			WV objective.
writing, speaking, reading, or	representative of real and imaginary			,
listening. Compare formal and	experiences, clearly and effectively			
informal uses of English.	through oral, written or multimedia			
and the second s	communication.			
Vocabulary Acquisition and Use				
ELA.2.L.C17.1 Determine or clarify	RLA.0.2.1.04 Apply explicitly taught	0	3	The NxG WV objective aligns well with the
the meaning of unknown and	vocabulary words in oral and written			21C WV objective.
multiple-meaning words and	experiences.			
phrases based on <i>grade 2 reading</i>	experiences.			
and content, choosing flexibly from				
an array of strategies. Use				
sentence-level context as a clue to				
the meaning of a word or phrase.				
Determine the meaning of the new				
word formed when a known prefix is				
added to a known word (e.g.,				
happy/unhappy, tell/retell). Use a				
known root word as a clue to the				
meaning of an unknown word with				
the same root (e.g., addition,				
additional). Use knowledge of the				
meaning of individual words to				
predict the meaning of compound				
words (e.g., birdhouse, lighthouse,				
housefly; bookshelf, notebook,				
bookmark). Use glossaries and				
beginning dictionaries, both print				
and digital, to determine or clarify				
the meaning of words and phrases.				
ELA.2.L.C17.1 Determine or clarify	RLA.0.2.1.03 Identify and practice	0	3	NxG WV objective aligns well with the 21C
the meaning of unknown and	basic elements of structural analysis			WV objective.

words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.				
ELA.2.L.C17.2 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	RLA.0.2.1.02 Identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homonyms, homophones, multiple meaning words, synonyms, antonyms).	0	1	NxG WV objective expects the student to have a broad use of vocabulary and its relation to concepts, while the 21C WV objective focuses more categories of words.
ELA.2.L.C17.3 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	RLA.0.2.3.01 Listen, recite, and respond to familiar stories, poems and songs (e.g., retell in sequence, relate information to own life, describe character, setting, plot, engage in creative dramatics, imagine beyond the story).	0	3	NxG WV objective aligns well to the 21C WV objective.



## **Third Grade**

## How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment
	Reading	J		
Key Ideas and Details				
ELA.3.R.C1.1 Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for answers.			0	NxG WV objective is new.
ELA.3.R.C1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the literary text.	RLA.O.3.1.12 Recognize and explain the defining characteristics of genre in literary and texts: fairy tales, folk tales, myths, poems, fables, fantasies, biographies, short stories, chapter books, historical fiction, plays, autobiographies, magazines, newspapers, textbooks, electronic databases, reference materials.	0	2	Instead of only recognizing a story, fable, folktale or myth as a genre, NxG WV objective requires not only retell, but also the determination of a central message or moral.
ELA.3.R.C1.3 Describe characters in a literary story (e.g., their traits,	RLA.O.3.1.8 Use literary and informational texts to summarize,	0	2	NxG WV objective aligns to 21C WV objective except the 21C WV objective

motivations, or feelings) and explain how their actions contribute to the sequence of events.	determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.			encompasses specific skills that are addressed in other NxG WV objectives.
ELA.3.R.C1.4 Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for answers.			0	NxG WV objective is new.
ELA.3.R.C1.5 Determine the main idea of an informational text; recount the key details and explain how they support the main idea.	RLA.O.3.1.8 Use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.	0	3	NxG WV objective aligns to this 21C WV objective.
ELA.3.R.C1.6 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.	RLA.O.3.1.8 Use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.	0	2	NxG WV objective aligns to the 21C WV objective, except the 21C WV objective encompasses specific skills that are addressed in other NxG WV objectives.
ELA.3.R.C1.6 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.	RLA.O.3.1.14 Use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).	0	1	NxG WV objective requires the student to describe relationships or steps of procedures in informational text.
Craft and Structure				
ELA.3.R.C2.1 Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.	RLA.O.3.1.11 Identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).	0	3	NxG WV objective aligns to this 21C WV objective.

<u>-</u>			•	
ELA.3.R.C2.2 Refer to parts of	RLA.O.3.1.12 Recognize and explain	0	1	Instead of only recognizing genre as in the
stories, dramas, and poems when	the defining characteristics of genre			21C WV objective, the NxG WV objective
writing or speaking about a literary	in literary and texts: fairy tales, folk			requires the student to discover the parts
text, using terms such as chapter,	tales, myths, poems, fables,			of each genre and how each part builds
scene, and stanza; describe how	fantasies, biographies, short stories,			on earlier sections.
each successive part builds on earlier sections.	chapter books, historical fiction,			
earlier sections.	plays, autobiographies, magazines, newspapers, textbooks, electronic			
	databases, reference materials.			
ELA.3.R.C2.3 Distinguish their own	RLA.O.3.1.4 Describe a purpose for	0	1	NxG WV objective requires the student to
point of view from that of the	reading: for information, for	U	!	distinguish own point of view instead of
narrator or those of the characters	pleasure, to understand a specific			understanding a specific viewpoint as in
in a literary text.	viewpoint.			the 21C WV objective.
ELA.3.R.C2.3 Distinguish their own	RLA.O.3.1.10 Compare self to text in	0	3	NxG WV objective aligns to this 21C WV
point of view from that of the	making connections between	O		objective.
narrator or those of the characters	characters or simple events in a			objective.
in a literary text.	literary work with people and events			
in a morally toxu	in one's own life and other cultures.			
ELA.3.R.C2.4 Determine the	RLA.O.3.1.1 Identify and practice	0	3	NxG WV objective aligns to this 21C WV
meaning of general academic and	appropriate sight words and content			objective.
domain-specific words and phrases	vocabulary			,
in an informational text relevant to a				
grade 3 topic or subject area.				
ELA.3.R.C2.5 Use informational	RLA.O.3.1.14 Use reading skills and	0	2	NxG WV objective adds newer search
text features and search tools (e.g.,	strategies to understand a variety of			tools such as sidebars and hyperlinks.
key words, sidebars, hyperlinks) to	information resources to support			
locate information relevant to a	literacy learning (e.g., written			
given topic efficiently.	directions, captions, electronic			
	resources, labels, informational text).			
ELA.3.R.C2.6 Distinguish their own	RLA.O.3.1.4 Describe a purpose for	0	1	NxG WV objective creates a higher order
point of view from that of the author	reading: for information, for pleasure,			thinking opportunity for the student to
of an informational text.	to understand a specific viewpoint.			distinguish own point of view.
Integration of Knowledge and Idea			T	
ELA.3.R.C3.1 Explain how specific	RLA.O.3.1.06 Use meaning clues to	0	2	NxG WV objective allows the student to
aspects of a literary text's	aid comprehension of content across			explain how aspects of illustrations
illustrations contribute to what is	the curriculum (e.g., pictures, picture			contribute to text.
conveyed by the words in a story	captions, titles, headings, topic).			
(e.g., create mood, emphasize				
aspects of a character or setting).				
ELA.3.R.C3.2 (Not Applicable to			]	

Literature)				
ELA.3.R.C3.3 Compare and contrast the themes, settings, and plots of literary stories written by the same author about the same or similar characters (e.g., in books from a series).	RLA.O.3.1.8 Use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.	0	1	NxG WV objective uses the compare and contrast strategy to compare works by the same author.
ELA.3.R.C3.4 Use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the informational text (e.g., where, when, why, and how key events occur).	RLA. O.3.1.06 Use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic).	0	1	NxG WV objective allows the student to use information from illustrations as well as text to help aid comprehension of an informational text.
ELA.3.R.C3.4 Use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the informational text (e.g., where, when, why, and how key events occur).	RLA.O.3.1.13 Use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams).	0	1	NxG WV objective requires the student to use illustrations from informational text to demonstrate understanding.
ELA.3.R.C3.5 Describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence).	RLA.O.3.1.8 Use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.	0	2	NxG WV objective uses informational text to make comparisons, determine specific sequence and cause/effect. The 21C WV objective embeds these specific skills in a list of other skills.
ELA.3.R.C3.6 Compare and contrast the most important points and key details presented in two informational texts on the same topic.	RLA.O.3.1.8 Use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide	0	1	NxG WV objective requires the student to compare and contrast two informational texts on the same topic.

	main idea and support details.			
Range of Reading and Level of Tex				
ELA.3.R.C4.1 By the end of the	RLA.O.3.1.15 Increase the amount	0	3	NxG WV objective aligns to this 21C WV
year, read and comprehend	of independent reading to build			objective.
literature, including stories, dramas,	background knowledge, expand			,
and poetry, at the high end of the	vocabulary and comprehend literary			
grades 2-3 text complexity band	and informational text			
independently and proficiently.				
ELA.3.R.C4.2 By the end of the	RLA.O.3.1.15 Increase the amount	0	3	NxG WV objective aligns to this 21C WV
year, read and comprehend	of independent reading to build			objective.
informational texts, including	background knowledge, expand			,
history/social studies, science, and	vocabulary and comprehend literary			
technical texts, at the high end of	and informational text.			
the grades 2–3 text complexity				
band independently and proficiently.				
Print Concepts				
ELA.3.R.C5.1 NOT APPLICABLE				
Phonological Awareness				
ELA.3.R.C6.1 NOT APPLICABLE				
Phonics and Word Recognition				
ELA.3.R.C7.1 Know and apply	RLA.O.3.2.5 Identify and apply	0	1	NxG WV objective requires the student to
grade-level phonics and word	conventions of spelling in written			apply phonics or word analysis skills to
analysis skills in decoding words.	composition (e.g., spell high			understand prefixes, suffixes, Latin
Identify and know the meaning of	frequency words from appropriate			suffixes, multisyllabic words, and
the most common prefixes and	grade level list, use letter/sound			irregularly spelled words.
derivational suffixes. Decode words	relationships to spell independently,			
with common Latin suffixes. Decode	make structural changes to spell			
multisyllable words. Read grade-	words correctly, spell irregular verbs			
appropriate irregularly spelled	and irregular plural nouns).			
words.	,			
ELA.3.R.C7.1 Know and apply	RLA.O.7.1.2 Use Greek and Latin	-4	1	NxG WV objective uses word analysis
grade-level phonics and word	roots, prefixes and suffixes to			skills to decode words with Latin suffixes.
analysis skills in decoding words.	determine the meaning of words,			
Identify and know the meaning of	understand words, change word			
the most common prefixes and	meanings and generate new words			
derivational suffixes. Decode words	appropriate to grade level, recognize			
with common Latin suffixes. Decode	that knowledge of the origins and			
multisyllable words. Read grade-	history of word meanings enhances			
appropriate irregularly spelled	understanding of a word's meaning.			
words.				
wurus.	1			1

Fluency				
ELA.3.R.C8.1 Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RLA.O. 3.1.05 Read familiar stories, poems and passages with fluency: appropriate rate, accuracy, prosody.	0	2	NxG WV Objective uses fluency to support comprehension.
ELA.3.R.C8.1 Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	RLA.O.3.1.07 Read third grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	0	2	NxG WV objective requires student to read on-level text including prose and poetry while rereading and using self-correction strategies.
	Writing			
Text Types and Purposes				
ELA.3.W.C9.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect. opinion and reasons. Provide a concluding statement or section.  ELA.3.W.C9.2 Write	RLA.O.3.2.04 Develop proper paragraph form in written composition: beginning, middle, end, main ideas with relevant details, sentence variety such as declarative, interrogative and exclamatory and imperative, descriptive and transitional words, indentations.  RLA.O.3.2.04 Develop proper	0	1	NxG WV objective requires the student to write an opinion piece. The 21C WV objective was not specific with the type of writing the student needed to produce.  NxG WV objective requires the student to
LLA.S.VV.US.Z VVIILE	NEA.O.3.2.04 Develop proper	U	ı	I INVO ANA ODJECTIVE LECTRICES THE STRUCEUR TO

informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related	paragraph form in written composition: beginning, middle, end, main ideas with relevant details, sentence variety such as declarative,			write an informative piece. The 21C WV objective was not specific with the type of writing the student needed to produce.		
information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases	interrogative and exclamatory and imperative, descriptive and transitional words, indentations.					
(e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.						
ELA.3.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use transitional words and phrases to signal event order Provide a sense of closure.	RLA.O.3.2.04 Develop proper paragraph form in written composition: beginning, middle, end, main ideas with relevant details, sentence variety such as declarative, interrogative and exclamatory and imperative, descriptive and transitional words, indentations.	0	1	NxG WV objective requires the student to write a narrative. The 21C WV objective was not specific with the type of writing the student needed to produce.		
	Production and Distribution of Writing					
ELA.3.W.C10.1 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Objectives 1–3 above.)	RLA.O.3.2.03 Compose a written composition using the five-step writing process: pre-write, draft, revise, edit, publish.	0	2	NxG WV objective aligns to this 21C WV objective; however, the NxG WV objective adds guidance and support for the student.		
ELA.3.W.C10.1 With guidance and support from adults, produce writing in which the development and	RLA.O.3.2.04 Develop proper paragraph form in written composition: beginning, middle, end,	0	2	NxG WV objective aligns to this 21C WV objective; however, the NxG WV objective adds guidance and support for the		

organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Objectives 1–3 above.)	main ideas with relevant details, sentence variety such as declarative, interrogative and exclamatory and imperative, descriptive and transitional words, indentations.			student.
ELA.3.W.C10.2 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Objectives on Conventions of Standard English)	RLA.O.3.2.03 Compose a written composition using the five-step writing process: pre-write, draft, revise, edit, publish.	0	3	NxG WV objective aligns to this 21C WV objective; however, the NxG WV objective adds guidance and support for the student.
ELA.3.W.C10.3 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	21C.O.3-4.1.TT.2 Student demonstrates correct keyboarding posture and technique, uses correct hand and finger placement for alphabetic, numeric, and special purpose keys such as arrows, escape, backspace, delete, caps lock, and control; student knows how to correctly use these keys; students know how to use Edit menu to cut, copy, paste, change font, and other common editing features.	0	1	NxG WV objective requires the student to use technology with keyboarding to publish writing.
Research to Build and Present Kno				
ELA.3.W.C11.1 Conduct short research projects that build knowledge about a topic.	RLA.O.3.2.12 Use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming, list questions, use graphic organizers, organize prior knowledge about a topic, develop a course of action for writing, determine how to locate necessary information).	0	3	NxG WV objective aligns to this 21C WV objective.
ELA.3.W.C11.2 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into	RLA.O.3.2.11 Select a variety of sources to gather information (e.g., use dictionaries, encyclopedias, newspapers, electronic resources).	0	1	NxG WV objective requires the student to not only gather information, but also sort evidence and take notes.

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provided categories.				
ELA.3.W.C11.3 (Begins in Grade				
4)				
Range of Writing				
ELA.3.W.C12.1 Write routinely over	RLA.4.2.04 Compose a written	-1	1	Writing routinely over an extended period
extended time frames (time for	composition from a prompt using the			is a brand new concept in the NxG WV
research, reflection, and revision)	writing process in a timed and un-			CSOs.
and shorter time frames (a single	timed setting.			
sitting or a day or two) for a range				
of discipline-specific tasks,				
purposes, and audiences.				
	Speaking & Lis	stening		
<b>Comprehension and Collaboration</b>				
ELA.3.SL.C13.1 Engage effectively	21C.O.3-4.2.TT.2 Student	0	1	NxG WV objective builds the foundation
in a range of collaborative	collaborates with peers, experts and			for collaborative discussions.
discussions (one-on-one, in groups,	others using telecommunications and			
and teacher-led) with diverse	online resources (e.g., e-mail, online			
partners on grade 3 topics and	discussions) to participate in			
texts, building on others' ideas and	collaborative problem-solving			
expressing their own clearly. Come	activities for the purpose of			
to discussions prepared, having	developing solutions or products for			
read or studied required material;	audiences inside and outside the			
explicitly draw on that preparation	classroom.			
and other information known about				
the topic to explore ideas under				
discussion. Follow agreed-upon				
rules for discussions (e.g., gaining				
the floor in respectful ways,				
listening to others with care,				
speaking one at a time about the				
topics and texts under discussion).				
Ask questions to check				
understanding of information				
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others. Explain their own ideas and				
understanding in light of the				
discussion.	DIAO 2 1 02 Applications of legislates	0	4	NyC W// Objective builds the foundation
ELA.3.SL.C13.1 Engage effectively	RLA.O.3.1.03 Apply tiered levels of	0	1	NxG WV Objective builds the foundation

vicabulary in speaking and reading discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic s and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.  ELA.3 SL.C13.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  ELA.3.S.L.C13.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  ELA.3.S.L.C13.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	F			ı	
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formats, including visually, quantitatively, and orally.  ELA.3.SL.C13.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  ELA.3.SL.C13.3 Ask and answer questions about information form a speaker, offering appropriate  Personal experiences, imagine beyond the literary form).  RLA.O.3.3.02 Distinguish different messages conveyed through visual messages conveyed through visual media (e.g., photos, television, multimedia Internet).  NxG WV objective requires a student to determine main idea and supporting details of information presented by media.  NxG WV objective is a brand new concept.	a text read aloud or information	summarize and paraphrase to			details while having text read aloud.
quantitatively, and orally.  ELA.3.SL.C13.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  ELA.3.SL.C13.3 Ask and answer questions about information from a speaker, offering appropriate  beyond the literary form).  RLA.O.3.3.02 Distinguish different messages conveyed through visual messages conveyed through visual media (e.g., photos, television, multimedia Internet).  0 1 NxG WV objective requires a student to determine main idea and supporting details of information presented by media.  0 NxG WV objective is a brand new concept.	presented in diverse media and	confirm comprehension, recount			, and the second
ELA.3.SL.C13.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  ELA.3.SL.C13.3 Ask and answer questions about information from a speaker, offering appropriate  RLA.O.3.3.02 Distinguish different messages conveyed through visual media (e.g., photos, television, multimedia Internet).  O NxG WV objective requires a student to determine main idea and supporting details of information presented by media.  O NxG WV objective is a brand new concept.	formats, including visually,	personal experiences, imagine			
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main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  ELA.3.SL.C13.3 Ask and answer questions about information from a speaker, offering appropriate  messages conveyed through visual media (e.g., photos, television, multimedia Internet).  messages conveyed through visual media (e.g., photos, television, multimedia Internet).  determine main idea and supporting details of information presented by media.  Details of information presented by media.  NxG WV objective is a brand new concept.			0	1	NxG WV objective requires a student to
presented in diverse media and formats, including visually, quantitatively, and orally.  ELA.3.SL.C13.3 Ask and answer questions about information from a speaker, offering appropriate  multimedia Internet).  0 NxG WV objective is a brand new concept.	main ideas and supporting details of	messages conveyed through visual			
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formats, including visually, quantitatively, and orally.  .ELA.3.SL.C13.3 Ask and answer questions about information from a speaker, offering appropriate  .ELA.3.SL.C13.3 Ask and answer questions about information from a speaker, offering appropriate					
quantitatively, and orally.  .ELA.3.SL.C13.3 Ask and answer questions about information from a speaker, offering appropriate  .ELA.3.SL.C13.3 Ask and answer concept.	1 '	<b>,</b>			
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questions about information from a speaker, offering appropriate concept.				0	NxG WV objective is a brand new
speaker, offering appropriate					l •
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Presentation of Knowledge and Ide	eas			
ELA.3.SL.C14.1 Report on a topic	RLA.O.3.3.01 Listen and respond to	0	1	NxG WV objective requires the student to
or text, tell a story, or recount an	familiar stories and poems (e.g.,		-	report or recount on a topic while speaking
experience with appropriate facts	summarize and paraphrase to			clearly at an understandable pace.
and relevant, descriptive details,	confirm comprehension, recount			, ,
speaking clearly at an	personal experiences, imagine			
understandable pace.	beyond the literary form).			
ELA.3.SL.C14.2 Create engaging	RLA.O.3.3.03 Create an age	0	1	NxG WV objective requires the student to
audio recordings of stories or	appropriate media literacy product			create an audio recording.
poems that demonstrate fluid	that reflects understanding of format			
reading at an understandable pace;	and characteristics			
add visual displays when				
appropriate to emphasize or				
enhance certain facts or details.				
ELA.3.SL.C14.3 Speak in complete	21C.O.PK-2.1.LS.3 Student	+1	0	NxG WV objective requires the student to
sentences when appropriate to task	articulates thoughts and ideas,			speak in a complete sentence when
and situation in order to provide	representative of real and imaginary			appropriate to task.
requested detail or clarification.	experiences, clearly and effectively			
	through oral, written or multimedia			
	communication.			
	Languag	je		
Conventions of Standard English				
ELA.3.L.C15.1 Demonstrate	RLA.O.3.2.08 produce appropriate	0	1	NxG WV objective demonstrates
command of the conventions of	grammar in written composition			command of the conventions of Standard
Standard English grammar and				English grammar. The student is required
usage when writing or speaking.				to demonstrate the conventions when
Explain the function of nouns,				writing or speaking.
pronouns, verbs, adjectives, and				
adverbs in general and their				
functions in particular sentences.				
Form and use regular and irregular				
plural nouns. Use abstract nouns				
(e.g., <i>childhood</i> ). Form and use				
regular and irregular verbs. Form				
and use the simple (e.g., I walked; I				
walk; I will walk) verb tenses.				
Ensure subject-verb and pronoun-				
antecedent agreement.* Form and				
use comparative and superlative				

			1	
adjectives and adverbs, and choose				
between them depending on what is				
to be modified. Use coordinating				
and subordinating conjunctions.				
Produce simple, compound, and				
complex sentences.				
ELA.3.L.C15.1 Demonstrate	RLA.O3.2.02 Identify and produce a	0	3	NxG WV objective aligns to this 21C WV
command of the conventions of	grammatically correct sentence (e.g.,			objective.
Standard English grammar and	correct subject/verb agreement with			,
usage when writing or speaking.	singular and plural nouns and verbs,			
Explain the function of nouns,	correct use of regular and irregular			
pronouns, verbs, adjectives, and	verbs, avoiding run-on sentences			
adverbs in general and their	and fragments).			
functions in particular sentences.	and maginionic).			
Form and use regular and irregular				
plural nouns. Use abstract nouns				
(e.g., <i>childhood</i> ). Form and use				
regular and irregular verbs. Form				
and use the simple (e.g., I walked; I				
walk; I will walk) verb tenses.				
Ensure subject-verb and pronoun-				
antecedent agreement.* Form and				
use comparative and superlative				
adjectives and adverbs, and choose				
between them depending on what is				
to be modified. Use coordinating				
and subordinating conjunctions.				
Produce simple, compound, and				
complex sentences				
ELA.3.L.C15.1 Demonstrate	RLA.O.3.2.04 Develop proper	0	1	NxG WV objective demonstrates
command of the conventions of	paragraph form in written			command of the conventions of Standard
Standard English grammar and	composition: beginning, middle, end,			English grammar. The student is required
usage when writing or speaking.	main ideas with relevant details,			to demonstrate the conventions when
Explain the function of nouns,	sentence variety such as declarative,			writing or speaking.
pronouns, verbs, adjectives, and	interrogative and exclamatory and			
adverbs in general and their	imperative, descriptive and			
functions in particular sentences.	transitional words, indentations.			
Form and use regular and irregular				
plural nouns. Use abstract nouns				
(e.g., childhood). Form and use				

			T	
regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronounantecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences				
ELA 3.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	RLA.O.3.2.05 Identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).	0	1	NxG WV objective requires the student to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. The specific requirements are listed in the objective.
ELA 3.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in	RLA.O.3.2.06 Identify and apply conventions of capitalization in written composition (e.g., greeting, heading, closing of a letter, first word of a direct quotation).	0	1	NxG WV objective requires the student to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. The specific requirements are listed in the objective.

addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct				
spellings.  ELA 3.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	RLA.O.3.2.07 Identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).	0	1	NxG WV objective requires the student to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. The specific requirements are listed in the objective.
ELA 3.L.C15.2 Demonstrate command of the conventions of	RLA.O.3.2.11 Select a variety of sources to gather information (e.g.,	0	1	NxG WV objective requires the student to demonstrate command of the conventions

Standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., hitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  Knowledge of Language	use dictionaries, encyclopedias, newspapers, electronic resources).			of Standard English capitalization, punctuation, and spelling when writing. The specific requirements are listed in the objective.
ELA.3.L.C16.1 Use knowledge of language and its conventions when	RLA.O.5.3.1 Exhibit effective oral communication skills (e.g., rate,	-2	1	NxG WV objective requires the student to use knowledge of language and its
writing, speaking, reading, or	audience, etiquette, Standard			conventions when writing, speaking,
listening. Choose words and	English) through the presentation of			reading, or listening.
phrases for effect.* Recognize and	readers' theater, choral reading,			<i>5</i> ,
observe differences between the	personal narratives, recitations			
conventions of spoken and written	(poetry, historical documents),			
Standard English.	dramatizations.			
Vocabulary Acquisition and Use				
ELA.3.L.C17.1 Determine or clarify	RLA.O.4.1.1 Identify and practice	-1	1	NxG WV objective incorporates strategies
the meaning of unknown and	appropriate vocabulary: multiple			to find the meaning of vocabulary words
multiple-meaning words and	meaning words synonyms,			such as context clues, affixes, root words
phrases based on grade 3 reading	antonyms, homonyms, content area			and dictionary skills.
and content, choosing flexibly from	vocabulary, context clues.			
a range of strategies. Use				
sentence-level context as a clue to				
the meaning of a word or phrase.				
Determine the meaning of the new				
word formed when a known affix is				

added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				
ELA.3.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).	-1	0	NxG WV objective incorporates strategies to find the meaning of vocabulary words such as context clues, affixes, root words and dictionary skills.
ELA.3.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading</i> and content, choosing flexibly from a range of strategies. Use	RLA.O.3.2.11 Select a variety of sources to gather information (e.g., use dictionaries, encyclopedias, newspapers, electronic resources).	0	1	NxG WV objective incorporates strategies to find the meaning of vocabulary words such as context clues, affixes, root words and dictionary skills.

	1		1	
sentence-level context as a clue to				
the meaning of a word or phrase.				
Determine the meaning of the new				
word formed when a known affix is				
added to a known word (e.g.,				
agreeable/disagreeable,				
comfortable/uncomfortable,				
care/careless, heat/preheat). Use a				
known root word as a clue to the				
meaning of an unknown word with				
the same root (e.g., company,				
companion). Use glossaries or				
beginning dictionaries, both print				
and digital, to determine or clarify				
the precise meaning of key words				
and phrases.		_		
ELA.3.L.C17.2 Demonstrate	RLA.O.3.1.11 Identify and describe	0	1	NxG WV objective requires the student to
understanding of word relationships	the ways in which language is used			demonstrate understanding of word
and nuances in word meanings.	in literary text (e.g. simile, metaphor,			relationships and word meanings including
Distinguish the literal and nonliteral	idioms).			nonliteral meanings.
meanings of words and phrases in				
context (e.g., take steps). Identify				
real-life connections between words				
and their use (e.g., describe people				
who are friendly or helpful). c.				
Distinguish shades of meaning				
among related words that describe				
states of mind or degrees of				
certainty (e.g., knew, believed,				
suspected, heard, wondered).				
ELA.3.L.C17.3 Acquire and use	RLA.O.3.1.02 Identify and	0	1	NxG WV Objective requires the student to
accurately grade-appropriate	understand appropriate reading			acquire and use grade appropriate words
conversational, general academic,	vocabulary (e.g., synonyms,			in conversation.
and domain specific words and	antonyms, homonyms, multiple-			
phrases, including those that signal	meaning words).			
spatial and temporal relationships				
(e.g., After dinner that night we				
went looking for them).				
ELA.3.L.C17.3 Acquire and use	RLA.O.3.1.03 Apply tiered levels of	0	1	NxG WV objective requires the student to
accurately grade-appropriate	vocabulary in speaking and reading		Ì	acquire and use grade appropriate words

conversational, general academic,	experiences.		in conversation.
and domain specific words and			
phrases, including those that signal			
spatial and temporal relationships			
(e.g., After dinner that night we			
went looking for them).			



## **Fourth Grade**

## How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21C Content Objectives and Objectives for English Language Arts in WV Schools and the NxG WV Content Objectives and Objectives for English Language Arts that have been aligned with the Common Core State Objectives for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment
	Reading	3		
Key Ideas and Details				
ELA.4.R.C1.1 Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.	RLA.O.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	0	1	NxG WV objective specifies the concept of using details to draw inferences in more depth, while the 21C WV objective lists many related concepts. Informational text is covered in a separate NxG WV objective.
ELA.4.R.C1.2 Determine a theme of a story, drama, or poem from details in the literary text; summarize the text.	RLA.O.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer,	0	1	NxG WV objective specifies the concept of using details to determine the theme and summarize in more depth, while the 21C WV objective lists many related concepts. Informational text is covered in a separate NxG WV objective.

ELA.4.R.C1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text (e.g., a character's thoughts, words, or actions).	sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.  RLA.O.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	0	1	NxG WV objective specifies the concept of using details to identify story elements in more depth, while the 21C WV objective lists many related concepts. Informational text is covered in a separate NxG WV objective.
ELA.4.R.C1.4 Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.	RLA.O.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	0	1	NxG WV objective specifies the concept of using details to draw inferences in more depth, while the 21C WV objective lists many related concepts. Literary text is covered in a separate NxG WV objective.
ELA.4.R.C1.5 Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.	RLA.O.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	0	1	NxG WV objective specifies the concept of using details to identify the main idea and summarize in more depth, while the 21C WV objective lists many related concepts. Literary text is covered in a separate NxG WV objective.
ELA.4.R.C1.6 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text.	RLA.O.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer,	0	1	NxG WV objective specifies the concept of cause and effect to explain informational text in more depth, while the 21C WV objective lists many related concepts.  Literary text is covered in a separate NxG WV objective.

Craft and Structure ELA.4.R.C2.1 Determine the	sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.  RLA.O.4.1.01 Identify and practice	0	1	NxG objective requires students to
meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Herculean).	appropriate vocabulary: multiple meaning words, synonyms, antonyms, homonyms, content area vocabulary, context clues.			develop vocabulary, while the 21C WV objective lists specific skills used to develop vocabulary. However, the NxG WV objectives do list specific vocabulary skills in the Language cluster.
ELA.4.R.C2.1 Determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Herculean).	RLA.O.4.1.04 Apply and generate tiered levels of vocabulary in speaking and reading experiences.	0	1	NxG objective requires students to develop vocabulary, while the 21C WV objective lists specific skills used to develop vocabulary. However, the NxG WV objectives do list specific vocabulary skills in the Language cluster.
ELA.4.R.C2.2 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a literary text.	RLA.O.4.1.12 Recognize and explain the defining characteristics of genre in literary and informational texts: fairy tales, folk tales, myths, poems, fables, fantasies, biographies, short stories, novels, plays, legends, autobiographies, magazines, newspapers, textbooks, essays, speeches, electronic databases, reference materials.	0	2	NxG WV objective addresses the genres, but goes into more depth with poems and plays when writing or speaking. The 21C WV objective lists each specific type of genre and deals primarily with the characteristics of each.
ELA.4.R.C2.3 Compare and contrast the point of view from which different literary texts are narrated, including the difference between first- and third-person narrations.	RLA.O.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	0	1	NxG WV objective specifies the concept of comparing and contrasting point of view in more depth, while the 21C WV objective lists many related concepts. Informational text is covered in a separate NxG WV objective.
ELA.4.R.C2.4 Determine the meaning of general academic and domain-specific words or phrases in	RLA.O.4.1.01 Identify and practice appropriate vocabulary: multiple meaning words, synonyms,	0	1	NxG WV objective requires students to develop vocabulary, while the 21C WV objective lists specific skills used to

an informational text relevant to a grade 4 topic or subject area.  ELA.4.R.C2.4 Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area.	antonyms, homonyms, content area vocabulary, context clues.  RLA.O.4.1.04 Apply and generate tiered levels of vocabulary in speaking and reading experiences.	0	1	develop vocabulary. However, the NxG WV objectives do list the specific vocabulary skills in the Language cluster.  NxG WV objective requires students to develop vocabulary, while the 21C WV objective lists specific skills used to develop vocabulary. However, the NxG WV objectives do list the specific vocabulary skills in the Language cluster.
ELA.4.R.C2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of an informational text.	RLA.O.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize	0	1	NxG WV objective specifies the structure of informational text in more depth, while the 21C WV objective lists many related concepts. Literary text is covered in a separate NxG WV objective.
ELA.4.R.C2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in informational text.	RLA.O.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize	0	1	NxG WV objective specifies the concept of comparing and contrasting first/secondhand accounts in more depth, while the 21C WV objective lists many related concepts. Literary text is covered in a separate NxG WV objective.
Integration of Knowledge and Ideas	S			
ELA.4.R.C3.1 Make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where each version reflects specific descriptions and directions in the text.			0	NxG WV objective is new.
ELA.4.R.C3.2 (Not applicable to				
literature)	BIA 0 44 40 0			TI NOWN II II II II
ELA.4.R.C3.3 Compare and contrast the treatment of similar themes and topics (e.g., opposition	RLA.O.4.1.10 Compare and contrast self to text in making connections to characters or simple events in a	0	2	The NxG WV objective implies the use of self to text comparisons, while the 21C WV objective explicitly states that students

of good and evil) and patterns of events (e.g., the quest) in stories, myths, traditional literature, and literary text from different cultures.	literary work to own life and other cultures (e.g. events, characters, conflicts, themes).			compare self to text.
ELA.4.R.C3.4 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the informational text in which it appears.	RLA.O.4.1.15 Use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, nonverbal symbols).	0	1	NxG WV objective goes into more depth by interpreting the information from graphic sources and explains how those sources lead to understanding, while the 21C WV objective lists the specific use of graphic sources.
ELA.4.R.C3.5 Explain how an author uses reasons and evidence to support particular points in an informational text.	RLA.O.4.1.13 Judge the reliability or logic of informational texts.	0	1	NxG WV objective has students cite reasons and evidence to support an author's point, while the 21C WV objective talks about the logic of the text.
ELA.4.R.C3.6 Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.	RLA.O.4.1.13 Judge the reliability or logic of informational texts.	0	1	NxG WV objective has students integrate information while writing and speaking, while the 21C WV objective has students judge the reliability of the text.
ELA.4.R.C3.6 Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.	RLA.O.4.1.14 Select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).	0	2	NxG WV objective has the student integrate the information when writing or speaking about the topic, while the 21C WV objective has students gather information from a variety of sources.
Range of Reading and Level of Tex				
ELA.4.R.C4.1 By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RLA.O.4.1.17 Increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	0	2	NxG WV objective includes scaffolding due to the band complexity. The 21C WV objective addresses grade level reading only.
ELA.4.R.C4.2 By the end of the year read and comprehend informational texts, including history/social studies, science, and	RLA.O.4.1.16 Use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written	0	2	NxG WV objective includes scaffolding due to the band complexity. The 21C WV objective addresses grade level reading only.

technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the	directions, captions, electronic resources, labels, information texts).			
high end of the range.  ELA.4.R.C4.2 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RLA.O.4.1.17 Increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	0	2	NxG WV objective includes scaffolding due to the band complexity. The 21C WV objective addresses grade level reading only.
Print Concepts				
ELA.4.R.C5 Not applicable to grade 4				
Phonological Awareness				
ELA.4.R.C6 Not applicable to				
grade 4				
Phonics and Word Recognition				
ELA.4.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RLA.O.4.1.02 Apply structural analysis including etymology and context clues to decode and encode words.	0	2	NxG WV objective specifies the particular phonics and word analysis skills, while the 21C WV objective implies those decoding skills.
Fluency				
ELA.4.R.C8.1 Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RLA.O.4.1.05 Read fluently with appropriate rate, accuracy and prosody.	0	3	NxG WV objective requires students to read accurately and fluently, as does the 21C WV objective.

ELA.4.R.C8.1 Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RLA.O.4.1.07 Read fourth grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	0	1	NxG WV objective addresses the self- correction strategy to support accuracy and fluency to increase comprehension. While this 21C WV objective does not address accuracy and fluency, it is covered in another objective.
	Writing			
Text Types and Purposes				
ELA.4.W.C9.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.	RLA.O.4.2.05 Develop proper form in written composition: beginning-middle-end, indentation, topic sentence, introductory and concluding paragraphs, related details, related and cohesive paragraphs, transitional and descriptive words.	0	2	The NxG WV Objective gives specific requirements for an opinion composition, while the 21C WV Objective does not give a specific purpose for writing.
ELA.4.W.C9.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other	RLA.O.4.2.05 Develop proper form in written composition: beginning-middle-end, indentation, topic sentence, introductory and concluding paragraphs, related details, related and cohesive paragraphs, transitional and descriptive words.	0	2	NxG WV objective gives specific requirements for an informative/explanatory composition, while the 21C WV objective does not give a specific purpose for writing.

information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.				
ELA.4.W.C9.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.	RLA.O.4.2.12 Use strategies to gather and record information for research topics: note taking, summarizing, paraphrasing, describing in narrative form gathering information from direct quotes, maps, charts, graphs and tables.	0	1	NxG WV objective gives specific requirements for an informative/explanatory composition, while the 21C WV objective uses strategies for a research project.
ELA.4.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a	RLA.O.4.2.05 Develop proper form in written composition: beginning-middle-end, indentation, topic sentence, introductory and concluding paragraphs, related details, related and cohesive	0	2	NxG WV objective gives specific requirements for a narrative composition, while the 21C WV objective does not give a specific purpose for writing.

situation and introducing a narrator and/or characters; organize an event sequence that unfolds an an event sequence that unfolds and descriptive words.  Part of transitional words and phrases and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and exents or events.  ELA.4.W.C9.3 Write narratives to develop real or imagined experiences or events.  ELA.4.W.C9.3 Write narratives to develop real or imagined experiences or events.  ELA.4.W.C9.3 Write narratives to develop real or imagined experiences or events.  ELA.4.W.C9.3 Write narratives to develop real or imagined experiences or events.  ELA.4.W.C9.3 Write narratives to develop real or imagined experiences or events.  ELA.4.W.C9.3 Write narratives to develop real or imagined experiences or events.  ELA.4.W.C9.3 Write narratives to develop real or imagined experiences or events.  ELA.4.W.C9.3 Write narratives to gather and record information for requirements for a narrative composition, while the 21C WO objective does not give specific requirements for narrative writing, summarizing, paraphrasing, descriptive destributions directly of the provide accordance of the provides and phrases to manage the sequence of events. Use concrete words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases to manage the sequence of events. Use concrete words and phrases to manage the sequence of events. Use concrete words and phrases to manage the sequence of events. Use concrete words and phrases to manage the sequence of events. Use concrete words and phrases to manage the sequence of events. Use concrete words and phrases to manage the sequence of events. Use concrete words and phrases to manage the sequence of events.				ı	
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experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.  Production and Distribution of Writing  ELA.4.W.C10.1 Produce clear and coherent writing in which the  research topics: note taking, summarizing, paraphrasing, describing in narrative form, gathering information from direct quotes, maps, charts, graphs and tables.  while the 21C WV objective does not give specific requirements for narrative writing.  while the 21C WV objective does not give specific requirements for narrative writing.  while the 21C WV objective does not give specific requirements for narrative writing.	ELA.4.W.C9.3 Write narratives to	RLA.O.4.2.12 Use strategies to	0	1	NxG WV objective gives specific
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details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.  Production and Distribution of Writing  ELA.4.W.C10.1 Produce clear and coherent writing in which the  describing in narrative form, gathering information from direct quotes, maps, charts, graphs and tables.	experiences or events using	research topics: note taking,			while the 21C WV objective does not give
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.  Production and Distribution of Writing  ELA.4.W.C10.1 Produce clear and coherent writing in which the  gathering information from direct quotes, maps, charts, graphs and tables.	effective technique, descriptive	summarizing, paraphrasing,			specific requirements for narrative writing.
situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.  ELA.4.W.C10.1 Produce clear and coherent writing in which the  quotes, maps, charts, graphs and tables.	details, and clear event sequences.	describing in narrative form,			
and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.  Production and Distribution of Writing  ELA.4.W.C10.1 Produce clear and coherent writing in which the  tables.  tables.  tables.  tables.  tables.  tables.   tables.   tables.   NAG WV objective addresses appropriate task, purpose, and audience when writing,	Orient the reader by establishing a	gathering information from direct			
event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.  Production and Distribution of Writing  ELA.4.W.C10.1 Produce clear and coherent writing in which the  RLA.O.4.2.07 Develop a composition that demonstrates an  O 1 NxG WV objective addresses appropriate task, purpose, and audience when writing,	situation and introducing a narrator	quotes, maps, charts, graphs and			
naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.  Production and Distribution of Writing  ELA.4.W.C10.1 Produce clear and coherent writing in which the  RAA.O.4.2.07 Develop a composition that demonstrates an composition that demonstrates and composition that demonstrates an composition that demonstrates and composition that demonstrates an composition that demonstrates and composition that demonstrates and composition that demonstrates an composition that demonstrates and composition that de	and/or characters; organize an	tables.			
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convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.  Production and Distribution of Writing  ELA.4.W.C10.1 Produce clear and coherent writing in which the  RLA.O.4.2.07 Develop a composition that demonstrates an composition that demonstrates are composition that dem					
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ELA.4.W.C10.1 Produce clear and coherent writing in which the RLA.O.4.2.07 Develop a composition that demonstrates an Composition that demonstrates are composition that demonstrates are composition that demonstrates are composition to the Composition that the Composition that the Composi		ling			
coherent writing in which the composition that demonstrates an task, purpose, and audience when writing,			0	1	NxG WV objective addresses appropriate
	coherent writing in which the				
	1				

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Objectives 1–3 in Text Types and Purposes.)	using appropriate language, content and form.			reference to writing for an audience.
ELA.4.W.C10.1 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Objectives 1–3 in Text Types and Purposes.)	RLA.O.4.2.08 Create an effective response to a task in form, content and language (e.g., letters, poems, brief reports or descriptions, instructions, journals).	0	1	NxG WV objective addresses appropriate task, purpose, and audience when writing, while the 21C WV objective only makes reference to writing for a task.
ELA.4.W.C10.2 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (See Language Objectives for conventions of English).	RLA.O.4.2.04 Compose a written composition from a prompt using the writing process in a timed and untimed setting.	0	2	NxG WV objective calls for support and guidance from adult and peers, while the 21C WV objective does not. Both use the writing process to complete a written composition.
ELA.4.W.C10.3 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	21C.O.3-4.1.TT.2 Student demonstrates correct keyboarding posture and technique, uses correct hand and finger placement for alphabetic, numeric, and special purpose keys such as arrows, escape, backspace, delete, caps lock, and control; student knows how to correctly use these keys; students know how to use Edit menu to cut, copy, paste, change font, and other common editing features.	0 or +1 (grade band objective)	1	NxG WV objective addresses a command of keyboarding skills, while the 21C WV objective (Technology Tools) gives specific requirements for keyboarding techniques.
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	21C.O.5-8.3.TT.6 Student applies productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, self-directed learning, lifelong learning, and assistance for individuals with disabilities including supplemental assistive technology tools.	-1 to -4 (grade band objective)	1	NxG WV objective has students work with others with support from adults, while the 21C WV objective (Technology Tools) has the student working with others, but without the support of adults.

Research to Build and Present Kno	wledge			
ELA.4.W.C11.1 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	RLA.O.4.2.12 Use strategies to gather and record information for research topics: note taking, summarizing, paraphrasing, describing in narrative form, gathering information from direct quotes, maps, charts, graphs and tables.	0	2	NxG WV objective requires students to produce a research project, as does the 21C WV objective.
ELA.4.W.C11.2 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	RLA.O.4.2.13 Select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).	0	2	NxG WV objective has the students gather information and recall personal experiences when writing, while the 21C WV objective only addresses gathering information for a written composition.
ELA.4.W.C11.2 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	RLA.O.4.2.12 Use strategies to gather and record information for research topics: note taking, summarizing, paraphrasing, describing in narrative form, gathering information from direct quotes, maps, charts, graphs and tables.	0	1	NxG WV objective has the students gather information and recall personal experiences when writing, while the 21C WV objective only addresses gathering information and taking notes for a written composition.
ELA.4.W.C11.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Objectives to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading Objectives to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	RLA.O.4.2.14 Use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product, include simple facts-details-explanations-examples, draw conclusions from relationships and patterns that emerge from data of different sources, use appropriate visual aids and media).	0	1	NxG WV objective has the students incorporate grade-level reading skills for literary and informational texts when writing, while the 21C WV objective concentrates on writing skills.
Range of Writing	DIA 0.40.040		1	TI NOMOVOLI CI
ELA.4.W.C12.1 Write routinely over extended time frames (time for	RLA.O.4.2.04 Compose a written composition from a prompt using the	0	1	The NxG WV Objective specifically has students write for different amounts of

research, reflection, and revision)	writing process in a timed and un-			time and for specific tasks, purposes, and
and shorter time frames (a single sitting or a day or two) for a range of	timed setting.			audiences. The 21C WV Objective does not provide specific requirements for time,
discipline-specific tasks, purposes,				task, purpose, or audience.
and audiences.				tack, purpose, or addiction.
	Speaking & Li	stenina		
Comprehension and Collaboration	<u> </u>	otoming		
ELA.4.SL.C13.1 Engage effectively	RLA.O.4.3.01 Listen and respond to	0	1	The NxG WV Objective focuses on
in a range of collaborative	different literary forms and speakers			different types of collaborative
discussions (one-on-one, in groups,	(e.g., summarize and paraphrase to			discussions, being prepared for and
and teacher-led) with diverse	confirm understanding, recount			establishing norms for discussions, while
partners on grade 4 topics and	personal experiences, listen to			the 21C WV Objective does not stress the
texts, building on others' ideas and	information and exhibit			idea of preparedness or norms for
expressing their own clearly. Come	comprehension, provide reasons in			discussions.
to discussions prepared, having	support of opinions, respond to			
read or studied required material;	others' ideas).			
explicitly draw on that preparation and other information known about				
the topic to explore ideas under				
discussion. Follow agreed-upon				
rules for discussions and carry out				
assigned roles. Pose and respond				
to specific questions to clarify or				
follow up on information, and make				
comments that contribute to the				
discussion and link to the remarks				
of others. Review the key ideas				
expressed and explain their own				
ideas and understanding in light of				
the discussion.				
ELA.4.SL.C13.2 Paraphrase	RLA.O.4.3.01 Listen and respond to	0	1	NxG WV objective allows for responses to
portions of a text read aloud or	different literary forms and speakers			diverse media, speakers, and text, while
information presented in diverse	(e.g., summarize and paraphrase to			the 21C WV objective focuses on
media and formats, including	confirm understanding, recount			speakers and literary text.
visually, quantitatively, and orally.	personal experiences, listen to			
	information and exhibit			
	comprehension, provide reasons in			
	support of opinions, respond to			
	others' ideas).			

ELA.4.SL.C13.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  ELA.4.SL.C13.3 Identify the reasons and evidence a speaker provides to support particular points.	RLA.O.4.3.02 Distinguish a variety of messages conveyed through visual media (e.g., internet, database, email, electronic resources, online research).  RLA.O.4.3.01 Listen and respond to different literary forms and speakers (e.g., summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).	0	1	NxG WV objective allows for responses to diverse media, speakers, and text, while the 21C WV objective focuses on speakers and literary text.  NxG WV objective asks students to identify reasons/evidence that support a speaker's point, while the 21C WV objective identifies specific listening/responding skills without being as detailed as the NxG WV objective.	
Presentation of Knowledge and Ide	,				
ELA.4.SL.C14.1 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	RLA.O.4.3.03 Recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).	0	1	NxG WV objective goes into more depth with combining all skills necessary for an effective oral presentation, while the 21C WV objective focuses on the act of speaking.	
ELA.4.SL.C14.2 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	RLA.O.4.3.04 Create an age appropriate media literacy product that reflects understanding of format, characteristics and purpose.	0	2	NxG WV objective has students create an audio/visual display to enhance the understanding of an idea or theme, while the 21C WV objective does not address both audio and visual media.	
ELA.4.SL.C14.3 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	RLA.O.4.3.03 Recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).	0	1	NxG WV objective combines all skills necessary for an effective discussion, while the 21C WV objective focuses on the audience.	
Language					
Conventions of Objective English	99				
ELA.4.L.C15.1 Demonstrate	RLA.O.4.2.03 Identify and produce a	0	1	NxG WV objective has a larger list of well-	

command of the conventions of Objective English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two; there, their).	sentence with proper word choice to include: verb tense, verb usage, subject/verb agreement, pronoun usage, adjectives and adverbs.			defined conventions for both writing and speaking, while the 21C WV objective addresses these conventions in a broad sense and they are listed in several 21C WV objectives.
ELA.4.L.C15.1 Demonstrate command of the conventions of Objective English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate	RLA.O.4.2.02 Develop and apply the proper structure for simple and compound sentences.	0	1	NxG WV objective deals with sentence structure by correcting run-on sentences and fragments, while the 21C WV objective focuses on simple and compound sentences.

fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two; there, their).				
ELA.4.L.C15.1 Demonstrate command of the conventions of Objective English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two; there, their).	RLA.O.4.2.09 Use editing strategies to correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and grammar.	0	2	NxG WV objective and 21C WV objective require students to edit sentences and correct run-on sentences and sentence fragments.
ELA.4.L.C15.1 Demonstrate command of the conventions of Objective English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a	RLA.O.4.1.01 Identify and practice appropriate vocabulary: multiple meaning words, synonyms, antonyms, homonyms, content area vocabulary, context clues.	0	1	NxG WV objective has a larger list of well-defined conventions for both writing and speaking, while the 21C WV objective addresses these conventions in a broad sense and listed in several 21C WV objectives.

prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two; there, their).  ELA.4.L.C15.2 Demonstrate command of the conventions of Objective English capitalization, use comman defore a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  ELA.4.L.C15.2 Demonstrate  command of the conventions of Objective English capitalization. Use correct capitalization. Use correct capitalization and spelling when writing. Use correct capitalization are specific areas of punctuation taught at this grade level, though all elements of punctuation to correct entrors in sentence structure (fragments and run-on sentences) capitalization, punctuation and grammar.  RLA.O.4.2.10 Identify and apply conventions of Spelling in written composition (e.g., spell commonly mustation, and spelling when writing. Use correct capitalization, punctuation, and spelling when writing. Use correct capitalization marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words. Use correct spelling and propriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply one to the spelling in written composition (e.g., spell commonly misspelled words from appropriate words correctly, consulting references and quotation marks to spell words, use vowel combinations for correct spelling conventions used continuous reinforcement. The 21C WV objective provides a list of spelling conventions under the use of reference sources to help students spell words correctly, to spelling conventions under the use of reference sources t					
complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., to, to, to, two: there, their).  ELA.4.L.C15.2 Demonstrate command of the conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a command of the conventions of Objective English capitalization. Punctuation and grammar.  RLA.O.4.2.10 Identify and apply conventions of Objective English capitalization. Punctuation and spelling when writing. Use correct capitalization and punctuation and grammar.  RLA.O.4.2.10 Identify and apply conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization and spelling when writing. Use correct capitalization and spelling when writing. Use correct capitalization use command of the conventions of Spelling composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling conventions and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound some proper provides a list of spelling conventions used to spell grade level words correctly.  RKANOWedge of Language	red small bag). Form and use				
and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two; there, their).  ELA.4.L.C.15.2 Demonstrate command of the conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting punctuation, and spelling when writing. Use correct capitalization and grammar.  RLA.O.4.2.10 Identify and apply conventions of Spelling in written composition (e.g., spell commonly misspelled words from a personiate to commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of Spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spell grade-appropriate words correctly, consulting references as needed.					
fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two; there, their).  ELA.4.L.C.15.2 Demonstrate command of the conventions of Objective English capitalization, punctuation and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and generated sort of the conventions of Objective English capitalization. Use commas and quotation marks to mark direct speech and ground sentence. Spell grade-appropriate words correctly, consulting references as needed.  ELA.4.L.C.15.2 Demonstrate command of the conventions of Objective English capitalization, punctuation and spelling when writing. Use commas and quotation from a text. Use a command of the conventions of Objective English capitalization. Qunctuation from a text. Use a command of the conventions of Objective English capitalization. Qunctuation from a text. Use a command of the conventions of Objective English capitalization, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of Objective English capitalization, which will dentify and apply conventions of Spelling conventions of Objective English capitalization, which will dentify any punctuation of the conventions of Objective English capitalization. Use correct capitalization and punctuation and promote the variety of the var					
use frequently confused words (e.g., to, too, two; there, their).  ELA.4.L.C15.2 Demonstrate command of the conventions of Objective English capitalization, punctuation and spelling when writing, Use correct capitalization command of the conventions of Objective English capitalization. Use command and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conjunctation, and spelling when writing, Use correct capitalization, punctuation and grammar.  RLA.O.4.2.10 Identify and apply conymand of the conventions of Objective English capitalization, punctuation and spelling when writing, Use correct capitalization, punctuation and grammar.  RLA.O.4.2.10 Identify and apply conymand of the conventions of Objective English capitalization, punctuation and spelling when writing, Use correct capitalization, punctuation and grammar.  RLA.O.4.2.10 Identify and apply conymand of the conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate words correctly, consulting conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate words correctly, consulting conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate words correctly, consulting references as needed.					
E.G., to, too, two; there, their).   ELA.4.L.C15.2 Demonstrate command of the conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct apralarization objective ended of the conventions of Cobjective English capitalization, punctuation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly; consulting references as needed.   RLA.O.4.2.10 Identify and apply misspelled words from appropriate so mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.   RLA.O.4.2.10 Identify and apply conventions of Spelling in written composition (e.g., spell commonly misspelled words from appropriate words correctly, consulting references and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.   RA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).   Race devel lists, use syllable constructions to spell words correctly.   Race devel lists of spelling conventions to spelling onyentions and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.   Race devel lists, use syllable constructions to spell words correctly.   Race devel lists, use syllable constructions to spell words correctly words correctly.   Race devel lists words correctly words correctly.   Race devel lists words correctly words correctly.   Race devel lists words and run-on sentence students and run-on sentence struc					
ELÂ.4.L.C15.2 Demonstrate command of the conventions of Objective English capitalization. Use commas and quotation marks to mark direct speech and quotation. Spelling when writing. Use correct capitalization. Use command of the conventions of Objective English capitalization. Use command and quotation marks to mark direct speech and quotation from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply composition (e.g., spell commonly misspelled words from appropriate words correctly, consulting references and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).	1 ' '				
command of the conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a command of the conventions of Objective English capitalization, use correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of objective English capitalization. Use correct capitalization, use correct capitalization, punctuation and grammar.  To correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and grammar.  To correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and grammar.  The 21C WV objective does ask students to correct errors in capitalization and punctuation without identifying specific types of punctuation.  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).  Rnowledge of Language					
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quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  ELA.4.L.C15.2 Demonstrate conventions of command of the conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply on 1 NxG WV objective provides the use of reference sources to help students spell words correctly, though all elements of spelling conventions need continuous reinforcement. The 21C WV objective provides a list of spelling conventions used to spell grade level words correctly.  Sequence of the convention of conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).					
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conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  ELA.4.L.C15.2 Demonstrate command of the conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language					punctuation.
sentence. Spell grade-appropriate words correctly, consulting references as needed.  ELA.4.L.C.15.2 Demonstrate conventions of command of the conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).  Spelling and apply or onventions of reference sources to help students spell words correctly, words correctly, spelling conventions need continuous reinforcement. The 21C WV objective provides the use of reference sources to help students spell words correctly, spelling conventions need continuous reinforcement. The 21C WV objective provides the use of reference sources to help students spell words correctly, spelling conventions need continuous reinforcement. The 21C WV objective provides a list of spelling conventions used to spell grade level words correctly.	comma before a coordinating				
words correctly, consulting references as needed.  ELA.4.L.C15.2 Demonstrate command of the conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling in written conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).  Spelling conventions red continuous reinforcement. The 21C WV objective provides the use of reference sources to help students spell words correctly, though all elements of spelling conventions need continuous reinforcement. The 21C WV objective provides the use of reference sources to help students spell words correctly, though all elements of spelling conventions need continuous reinforcement. The 21C WV objective provides the use of reference sources to help students spell words correctly, though all elements of spelling conventions need continuous reinforcement. The 21C WV objective provides the use of reference sources to help students spell words correctly, spelling conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate words correctly, though all elements of spelling conventions used to spelling conventions used to spelling conventions used to spelling conventions used to spelling conventions are defined as a spelling convention and spelling conventions are defined as a spelling convention and spelling conventions are defined as a spelling convention and spelling conventions are defined as a spelling convention and spelling conventions are defined as a spelling convention and spelling conventions are defined as a spelling convention and spellin	conjunction in a compound				
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ELA.4.L.C15.2 Demonstrate command of the conventions of Cobjective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).  RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).  Store The Ala.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly words correctly, though all elements of spelling conventions need continuous reinforcement. The 21C WV objective provides a list of spelling conventions used to spell grade level words correctly.	words correctly, consulting				
command of the conventions of Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).  reference sources to help students spell words correctly, though all elements of spelling conventions need continuous reinforcement. The 21C WV objective provides a list of spelling conventions used to spell grade level words correctly.	references as needed.				
Objective English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  Composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).  words correctly, though all elements of spelling conventions need continuous reinforcement. The 21C WV objective provides a list of spelling conventions used to spell grade level words correctly.  spelling conventions need continuous reinforcement. The 21C WV objective provides a list of spelling conventions used to spell grade level words correctly.	ELA.4.L.C15.2 Demonstrate	RLA.O.4.2.10 Identify and apply	0	1	NxG WV objective provides the use of
punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).  spelling conventions need continuous reinforcement. The 21C WV objective provides a list of spelling conventions used to spell grade level words correctly.	command of the conventions of	conventions of spelling in written			reference sources to help students spell
writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language  grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).  reinforcement. The 21C WV objective provides a list of spelling conventions used to spell grade level words correctly.	Objective English capitalization,	composition (e.g., spell commonly			words correctly, though all elements of
Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language  constructions to spell words, use vowel combinations for correct spelling, use affixes).  provides a list of spelling conventions used to spell grade level words correctly.  provides a list of spelling conventions used to spell grade level words correctly.	punctuation, and spelling when	misspelled words from appropriate			spelling conventions need continuous
to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language  vowel combinations for correct spelling, use affixes).  used to spell grade level words correctly.	writing. Use correct capitalization.	grade level lists, use syllable			reinforcement. The 21C WV objective
quotations from a text. Use a spelling, use affixes).  comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language	Use commas and quotation marks	constructions to spell words, use			provides a list of spelling conventions
comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language	to mark direct speech and	vowel combinations for correct			used to spell grade level words correctly.
conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language	quotations from a text. Use a	spelling, use affixes).			
sentence. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language	comma before a coordinating	, ,			
words correctly, consulting references as needed.  Knowledge of Language	conjunction in a compound				
words correctly, consulting references as needed.  Knowledge of Language					
references as needed.  Knowledge of Language					
	references as needed.				
	Knowledge of Language				
ELA.4.L.C16.1 Use knowledge of RLA.O.4.3.03 Recognize 0 1 NxG WV objective clearly defines	ELA.4.L.C16.1 Use knowledge of	RLA.O.4.3.03 Recognize	0	1	NxG WV objective clearly defines
language and its conventions when communication skills (e.g., speaking conventions of writing, speaking, reading,	language and its conventions when	communication skills (e.g., speaking			conventions of writing, speaking, reading,
writing, speaking, reading, or rate, audience, etiquette, active or listening, while the 21C objective					
listening. Choose words and listening). addresses communication skills in a broad					
phrases to convey ideas precisely. sense.					sense.
Choose punctuation for effect.					

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  Vocabulary Acquisition and Use				
ELA.4.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	RLA.O.4.1.01 Identify and practice appropriate vocabulary: multiple meaning words, synonyms, antonyms, homonyms, content area vocabulary, context clues.	0	1	NxG WV objective has a larger list of well-defined strategies for vocabulary acquisition. The 21C WV objective addresses these strategies in a broader sense and these strategies are listed in several 21C WV objectives.
ELA.4.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ). Consult reference	RLA.O.4.2.10 Identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).	0	1	The NxG WV Objective has a larger list of well-defined strategies for vocabulary acquisition. The 21C WV Objective addresses these strategies in a broader sense and these strategies are listed in several 21C WV Objectives.

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materials (e.g., dictionaries,				
glossaries, thesauruses), both print				
and digital, to find the pronunciation				
and determine or clarify the precise				
meaning of key words and phrases				
ELA.4.L.C17.1 Determine or clarify	RLA.O.4.1.14 Select and use a	0	1	NxG WV objective has a larger list of well-
the meaning of unknown and	variety of sources to gather			defined strategies for vocabulary
multiple-meaning words and	information (e.g., dictionaries,			acquisition. The 21C WV objective
phrases based on grade 4 reading	encyclopedias, newspapers,			addresses these strategies in a broader
and content, choosing flexibly from	informational texts, electronic			sense and these strategies are listed in
a range of strategies. Use context	resources).			several 21C WV objectives.
(e.g., definitions, examples, or				_
restatements in text) as a clue to				
the meaning of a word or phrase.				
Use common, grade-appropriate				
Greek and Latin affixes and roots as				
clues to the meaning of a word				
(e.g., telegraph, photograph,				
autograph). Consult reference				
materials (e.g., dictionaries,				
glossaries, thesauruses), both print				
and digital, to find the pronunciation				
and determine or clarify the precise				
meaning of key words and phrases				
ELA.4.L.C17.1 Determine or clarify	RLA.O.4.2.11 Use reference skills to	0	1	NxG WV objective has a larger list of well-
the meaning of unknown and	identify words.			defined strategies for vocabulary
multiple-meaning words and				acquisition. The 21C WV objective
phrases based on grade 4 reading				addresses these strategies in a broader
and content, choosing flexibly from				sense and these strategies are listed in
a range of strategies. Use context				several 21C WV objectives.
(e.g., definitions, examples, or				
restatements in text) as a clue to				
the meaning of a word or phrase.				
Use common, grade-appropriate				
Greek and Latin affixes and roots as				
clues to the meaning of a word				
(e.g., telegraph, photograph,				
autograph). Consult reference				
materials (e.g., dictionaries,				
glossaries, thesauruses), both print				

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and digital, to find the pronunciation				
and determine or clarify the precise				
meaning of key words and phrases				
ELA.4.L.C17.2 Demonstrate	RLA.O.4.1.11 Distinguish between	0	1	NxG WV objective lists specific types of
understanding of figurative	the ways in which language is used			figurative language and includes adages
language, word relationships, and	in literary texts: simile, metaphor,			and proverbs. The 21C WV objective also
nuances in word meanings. Explain	idioms, analogies, puns.			lists specific types of figurative language,
the meaning of simple similes and				but includes analogies and puns, rather
metaphors (e.g., as pretty as a				than adages and proverbs.
picture) in context. Recognize and				
explain the meaning of common				
idioms, adages, and proverbs.				
Demonstrate understanding of				
words by relating them to their				
opposites (antonyms) and to words				
with similar but not identical				
meanings (synonyms).				
ELA.4.L.C17.2 Demonstrate	RLA.O.4.1.01 Identify and practice	0	1	NxG WV objective lists the use of
understanding of figurative	appropriate vocabulary: multiple		-	antonyms and synonyms to understand
language, word relationships, and	meaning words, synonyms,			word relationships, while the 21C WV
nuances in word meanings. Explain	antonyms, homonyms, content area			objective lists the use of antonyms and
the meaning of simple similes and	vocabulary, context clues.			synonyms for vocabulary acquisition.
metaphors (e.g., as pretty as a	, , , , , , , , , , , , , , , , , , , ,			
picture) in context. Recognize and				
explain the meaning of common				
idioms, adages, and proverbs.				
Demonstrate understanding of				
words by relating them to their				
	RLA.O.4.1.01 Identify and practice	0	1	NxG WV objective includes grade
			-	
				1
opposites (antonyms) and to words with similar but not identical meanings (synonyms).  ELA.4.L.C17.3 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation,	RLA.O.4.1.01 Identify and practice appropriate vocabulary: multiple meaning words, synonyms, antonyms, homonyms, content area vocabulary, context clues.	0	1	NxG WV objective includes grade appropriate vocabulary and gives examples of topic specific vocabulary. The 21C WV objective includes grade appropriate vocabulary in a broader sense.

and endangered when discussing		
animal preservation).		



## Fifth Grade

## How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment
	Reading	3		
Key Ideas and Details				
ELA.5.R.C1.1 Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.	RLA.0.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	+1	1	NxG WV objective has students quoting accurately from literary texts.
ELA.5.R.C1.2 Determine a theme of a story, drama, or poem from details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a	RLA.0.5.1.08 Differentiate and apply comprehension strategies in literary and informational texts to draw conclusions, predict, use context clues, summarize, judge text critically	0	1	NxG WV objective differentiates between informational and literary texts, and goes into more depth of understanding than the 21C WV objective.

topic; summarize the text.	RLA.0.5.1.09 Determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize author's/reader's purpose.			
ELA.5.R.C1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact).	RLA.O.4.1.10 Compare and contrast self to text in making connections to characters or simple events in a literary work to own life and other cultures (e.g. events, characters, conflicts, themes).	+1	2	NxG WV objectives are much more specific and teach for deeper meaning.
ELA.5.R.C1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact).	RLA.O.6.1.9 Determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum.	-1	1	NxG WV objective asks students to draw on specific details to compare and contrasts elements in literary texts, while 21 WV CSO asks them to use details to explain themes in passages.
ELA.5.R.C1.4 Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.	RLA.0.4.1.08 Interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	+1	1	NXG WV objective differentiates between literary and informational texts. 21C WV objective does not require students to quote accurately from texts.
ELA.5.R.C1.5 Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.	RLA.O.5.1.6 Determine main ideas and locate supporting details in literary passages and informational texts.	0	3	NxG WV objective aligns with 21C WV Objective
ELA.5.R.C1.6 Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RLA.O.8.1.9 Summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions,	-3	2	NxG WV objective introduces skill in the 5 <sup>th</sup> grade. 21C WV objective introduces this skill in the eighth grade.

			1	
	maps, tables or timelines, textual			
	features including table of contents,			
	headings or side bars).			
Craft and Structure				
ELA.5.R.C2.1 Determine the	RLA.O.7.1.8 Examine and interpret	-2	2	NXG WV objective has fifth graders
meaning of words and phrases as	figurative language (hyperbole,			determining meaning of words and
they are used in a literary text,	simile, metaphor) and literary			phrases.
including figurative language such	techniques (e.g., flashback,			
as metaphors and similes.	stereotype, foreshadowing) in text.			
ELA.5.R.C2.2 Explain how a series			0	NxG WV objective clearly defines the
of chapters, scenes, or stanzas fits				manner in which students should
together in a literary text to provide				understand the structure of a literary text.
the overall structure of a particular				21C WV objective does not address this
story, drama, or poem.				skill, in a clear and explicit manner.
ELA.5.R.C2.3 Describe how a	RLA.O.9.1.8 Recognize the	-4	2	NxG WV objective addresses how a
narrator's or speaker's point of view	relationships of the literary elements			speaker's point of view influences how
influences how events are	(e.g., setting, plot, narrative			events are described.
described in a literary text.	perspective, point of view, theme,			
	conflict, characterization, voice, tone,			
	structures) within specific genres.			
ELA.5.R.C2.4 Determine the	RLA.O.7.1.2 Use Greek and Latin	-2	1	NxG WV objective relates domain specific
meaning of general academic and	roots, prefixes and suffixes to			words, which may include Greek and Latin
domain-specific words and phrases	determine the meaning of words,			words as long as they are domain
in an informational text relevant to a	understand words, change word			specific.
grade 5 topic or subject area.	meanings and generate new words			·
	appropriate to grade level, recognize			
	that knowledge of the origins and			
	history of word meanings enhances			
	understanding of a word's meaning.			
ELA.5.R.C2.5 Compare and	RLA.O.5.1.10 Compare and contrast	0	2	NxG WV objective is more specific and
contrast the overall structure (e.g.,	text connections to self, to other			requires deeper understanding of the
chronology, comparison,	texts and to world cultures in literary			concept.
cause/effect, problem/solution) of	and informational texts.			·
events, ideas, concepts, or				
information in two or more				
informational texts.				
ELA.5.R.C2.6 Analyze multiple	SS.O.8.1.5 Organize and provide	-3	1	21C WV objective does not address this
accounts of the same event or topic,	examples of multiple points of view			as a language arts skill. This is presented
noting important similarities and	about selected public issues and			in the eighth grade as a social studies
differences in the point of view they	evaluate the influence of diverse			skill, but only includes public opinion,

represent in an informational text.	forms of public opinion on the development of public policy and decision-making.			public policy, and decision-making.
Integration of Knowledge and Idea	S			
ELA.5.R.C3.1 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  ELA.5.R.C3.2. (Not applicable to			0	NxG WV objective utilizes technology, graphics and other elements that are standard in student's lives, and allows for the exploration of these genres. There is no correlation found in the 21C WV Objective.
literature)				
ELA.5.R.C3.3 Compare and contrast stories in literary texts in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			0	NxG WV objective delves deeper into the understanding of literature and approaches to similar themes. There is no match for this standard in the current 21C WV Objective.
ELA.5.R.C3.4 Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			0	NxG WV objective gives students the opportunity to use multiple sources to identify and locate information. There is not a direct match for this standard in the current 21C WV Objective.
ELA.5.R.C3.5 Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).	RLA.O.11.1.5 Analyze characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.	-6	1	NxG WV objective addresses informational texts, and is easier to identify in informational texts than in literary texts.
ELA.5.R.C3.6 Use similar content to integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.			0	NxG WV objectives give students the opportunity to use multiple sources when researching to write and speak about a topic. There is no direct correlation of this standard located in the 21C WV objective.
Range of Reading and Level of Tex				
ELA.5.R.C4.1 By the end of the year; read and comprehend literature, including stories, dramas, and poetry, at the high end of the	RLA.O.5.1.15 Increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.	0	1	NxG WV objective expectations are for the student to read at the high end of a text complexity band proficiently and independently.

grades 4–5 text complexity band,				
independently and proficiently.				
ELA.5.R.C4.2 By the end of the	RLA.O.11.1.10 Use knowledge of	-6	2	NxG WV objective provides for the skill to
year; read and comprehend	the history, cultural diversity, politics,			be taught at a deeper level at an earlier
informational texts, including	and effects of language to			age. This skill is taught consistently
history/social studies, science, and	comprehend and elaborate on the			throughout the curriculum to provide a
technical texts, at the high end of	meaning of texts, to expand			continued emphasis on the level of text
the grades 4–5 text complexity	vocabulary, and to draw connections			complexity being taught.
band, independently and	to self and to the real world.			
proficiently.				
Print Concepts				
Does not apply				
Phonological Awareness				
Does not apply				
Phonics and Word Recognition				
ELA.5.R.C7.1 Know and apply	RLA.S.5.1 Reading Students will	0	3	The two standards align.
grade-level phonics and word	apply reading skills and strategies to			
analysis skills in decoding words.	inform, to perform a task and to read			
<ul> <li>a. Use combined knowledge of</li> </ul>	for literacy experience by			
all letter-sound	<ul> <li>identifying and using grade</li> </ul>			
correspondences,	appropriate essential reading			
syllabication patterns, and	components (phonemic			
morphology (e.g., roots and	awareness, phonics,			
affixes) to read accurately	vocabulary, fluency,			
unfamiliar multisyllabic words	comprehension, written			
in context and out of context.	application) and			
	<ul> <li>selecting a wide variety of</li> </ul>			
	literature and diverse media to			
	develop independence as			
	readers.			
Fluency				
ELA.5.R.C8.1 Read with sufficient	RLA.O.4.1.5 Read fluently with	+1	3	NxG WV objective is more specific and
accuracy and fluency to support	appropriate rate, accuracy and			addresses the content in a manner that
comprehension. Read on-level text	prosody.			gives specific skills and expectations for
with purpose and understanding.				student learning.
Read on-level prose and poetry				
orally with accuracy, appropriate				
rate, and expression on successive				
readings. Use context to confirm or				
self-correct word recognition and				

understanding, rereading as				
necessary.				
necessary.				
	Writing			
Text Types and Purposes				
ELA.5.W.C9.1 Write opinion pieces on topics or texts; supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.	RLA.O.5.2.1 Use the five-step Writing process (pre-Writing, drafting, revising, editing, publishing) to generate topics, plan and develop a 3 – 5 paragraph composition.	0	3	All steps of the writing process are included in both standards; however, the NxG WV objective organizes the skills according to purpose for writing.
ELA.5.W.C9.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to	RLA.O.5.2.3 From a prompt, use the Writing process to develop a 3-5 paragraph composition with an introductory paragraph, supporting detail paragraph(s), and concluding paragraph that incorporates specific, relevant details.	0	3	All steps of the writing process are included in both standards; however, the NxG WV objective organizes the skills according to purpose for writing.

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inform about or explain the topic.				
Provide a concluding statement or				
section related to the information or				
explanation presented.				
ELA.5.W.C9.3 Write a narrative to	RLA.O.5.2.4 Use the five-step	0	3	All steps of the writing process are
develop real or imagined	Writing process to write for a specific			included in both standards; however, the
experiences or events using	purpose and for an intended			NxG WV objective organizes the skills
effective technique, descriptive	audience (e.g., creative, narrative,			according to purpose for writing.
details, and clear event sequences.	informative, journal, friendly letter,			
Orient the reader by establishing a	business letter).			
situation and introducing a narrator				
and/or characters; organize an				
event sequence that unfolds naturally. Use narrative techniques,				
such as dialogue, description, and				
pacing, to develop experiences and				
events or show the responses of				
characters to situations. Use a				
variety of transitional words,				
phrases, and clauses to manage				
the sequence of events. Use				
concrete words and phrases and				
sensory details to convey				
experiences and events precisely.				
Provide a conclusion that follows				
from the narrated experiences or				
events.				
Production and Distribution of Write				
ELA.5.W.C10.1 Produce clear and	RLA.O.5.2.4 Use the five-step	0	3	All steps of the writing process are
coherent writing in which the	Writing process to write for a specific			included in both standards, however, the
development and organization are	purpose and for an intended			NxG WV objective organizes the skills
appropriate to task, purpose, and	audience (e.g., creative, narrative,			according to purpose for writing.
audience. (Grade-specific	informative, journal, friendly letter,			
expectations for writing types are	business letter).			
defined in Objectives 1–3 in Text				
Types and Purposes.)	RLA.O.5.2.1 Use the five-step	0	3	All stops of the writing process are
ELA.5.W.C10.2 With guidance and	•	U	3	All steps of the writing process are included in both standards; however, the
support from peers and adults, develop and strengthen writing as	Writing process (pre-Writing, drafting, revising, editing, publishing)			NxG WV objective organizes the skills
needed by planning, revising,	to generate topics, plan and develop			according to purpose for writing.
needed by planning, revising,	to generate topics, plan and develop			according to purpose for writing.

editing, rewriting, or trying a new	a 3 – 5 paragraph composition.			
approach.				
ELA.5.W.C10.3 With some	RLA.O.5.2.1 Use the five-step	0	3	NxG WV objective provides students the
guidance and support from adults,	Writing process (pre-Writing,			opportunity to elicit guidance and support,
use technology, including the	drafting, revising, editing, publishing)			collaboration with others, knowledge and
Internet, to produce and publish	to generate topics, plan and develop			use of keyboarding skills, and a specific
writing as well as to interact and	a 3 – 5 paragraph composition.			number of pages required to type in a
collaborate with others;				single sitting.
demonstrate sufficient command of				
keyboarding skills to type a				
minimum of two pages in a single				
sitting.				
Research to Build and Present Kno				
ELA.5.W.C11.1 Conduct short	RLA.O.5.2.6 Select and use a variety	0	3	Both standards align.
research projects that use several	of resource materials to plan and			
sources to build knowledge through	deliver a short research project,			
investigation of different aspects of	citing references.			
a topic.				
ELA.5.W.C11.2 Recall relevant	RLA.O.8.2.9 Select and use a variety	-3	2	NxG WV objective introduces the skill at
information from experiences or	of resource materials to plan,			an early age level, thus giving students
gather relevant information from	develop, and deliver a research			more time to understand and develop
print and digital sources; summarize	project (5 pages) with documented			research skills, develop thoughts and
or paraphrase information in notes	sources, using multiple computer-			ideas, and summarize .and paraphrase
and finished work, and provide a list	generated graphic aids.			information.
of sources.				
ELA.5.W.C11.3 Draw evidence from			0	NxG WV objective provides a framework
literary or informational texts to				for effective research, analysis, and
support analysis, reflection, and				reflection.
research. Apply grade 5 Reading				
standards to literature (e.g.,				
"Compare and contrast two or more				
characters, settings, or events in a				
story or a drama, drawing on				
specific details in the text [e.g., how				
characters interact]"). Apply grade 5				
Reading standards to informational				
texts (e.g., "Explain how an author				
uses reasons and evidence to				
support particular points in a text,				
identifying which reasons and				

avidence average vehicle acide (a12)	T			
evidence support which point[s]").				
Range of Writing			T	
ELA.5.W.C12.1 Write routinely over			0	NxG WV objective provides teachers the
extended time frames (time for				opportunity to write for many purposes,
research, reflection, and revision)				including research and reflection for
and shorter time frames (a single				varying audiences and tasks.
sitting or a day or two) for a range of				
discipline-specific tasks, purposes,				
and audiences.				
	Speaking & Lis	stening		
<b>Comprehension and Collaboration</b>		_		
ELA.5.SL.C13. 1 Engage effectively	RLA.O.8.3.5 Perform a variety of	-3	1	NxG WV objective provides more detailed
in a range of collaborative	roles in group discussions:			and deeper understanding of cooperative
discussions (one-on-one, in groups,	collaboration, facilitation, persuasion.			discussion and group responsibility in
and teacher-led) with diverse	·			participation during discussion. There is a
partners on grade 5 topics and				greater student accountability found in the
texts, building on others' ideas and				NxG WV objective.
expressing their own clearly. Come				,
to discussions prepared having read				
or studied required material;				
explicitly draw on that preparation				
and other information known about				
the topic to explore ideas under				
discussion. Follow agreed-upon				
rules for discussions and carry out				
assigned roles. Pose and respond				
to specific questions by making				
comments that contribute to the				
discussion and elaborate on the				
remarks of others. Review the key				
ideas expressed and draw				
conclusions in light of information				
and knowledge gained from the				
discussions.				
ELA.5.SL.C13.2 Summarize a	RLA.O.5.3.3 Listen and respond to	0	3	NxG WV objective includes media formats
written text read aloud or	different literary forms and speakers			as well as literary formats, and
information presented in diverse	(e.g. summarize and paraphrase to			incorporates a broader range of
media and formats, including	confirm understanding, recount			experiences from which to draw.
visually, quantitatively, and orally.	personal experiences, listen to			
violany, quantitatively, and orany.	porcoriai experiences, nateri te			

ELA.5.SL.C13.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).  RLA.O.5.3.3 Listen and respond to different literary forms and speakers (e.g. summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).	0	3	NxG WV objective includes media formats as well as literary formats, and incorporates a broader range of experiences from which to draw.
Presentation of Knowledge and Ide		1 0		NIVO MALA abis a titua musu ida a a masa
ELA.5.SL.C14.1 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	RLA.O.8.3.1 Model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of compositions, reports, scripts.	-3	2	NxG WV objective provides a more descriptive and logical progression of the expectation for student performance.
ELA.5.SL.C14.2 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	RLA.O.8.3.2 Present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).	-3	2	NxG WV objective provides a more descriptive and logical progression of the expectation for student performance.
ELA.5.SL.C14.3 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	RLA.O.6.3.1 Exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of compositions, personal narratives, brochures, speeches, poetry.	-1	3	There is a strong correlation between the two standards.
	Languag	je		
Conventions of Standard English				
ELA.5.L.C15.1 Demonstrate command of the conventions of Standard English grammar and			0	There is no direct correlation to the NxG WV objectives. However, there are numerous references in the 21C WV

usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).				objectives that specifically address these skills. They are not presented in the 21C WV objectives as logically and in such an easily understood manner.
ELA.5.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Denise?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.	RLA.O.3.2.7 Identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).	+1	2	NxG WV objectives are very specific when outlining exact expectations of students at the fifth grade level. 21C WV objectives identify specific skills at other grade levels, but not in an organized, logical manner.
Knowledge of Language				
ELA.5.L.C16.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			0	NxG WV objectives clearly define the expectations of the students. There is no direct correlation to this standard in the 21C WV objectives. However, there are allusions to the skills at various levels; none is as specific as the NxG WV

Compare and contrast the varieties				objectives.
of English (e.g., dialects, registers)				
used in stories, dramas, or poems.				
Vocabulary Acquisition and Use				
ELA.5.L.C17.1 Determine or clarify	RLA.O.5.1.2 Use a variety of	0	2	The NxG WV objectives clearly delineate
the meaning of unknown and	strategies (e.g., etymology, context			precise skills students must acquire when
multiple-meaning words and	clues, affixes, synonyms, antonyms)			understanding multiple-meaning words. It
phrases based on <i>grade 5</i> reading	to increase grade-appropriate			allows teachers to have a clear
and content, choosing flexibly from	vocabulary.			understanding of student expectations at
a range of strategies. Use context				this level.
(e.g., cause/effect relationships and				
comparisons in text) as a clue to the				
meaning of a word or phrase. Use				
common, grade-appropriate Greek				
and Latin affixes and roots as clues				
to the meaning of a word (e.g.,				
photograph, photosynthesis).				
Consult reference materials (e.g.,				
dictionaries, glossaries, thesauruses), both print and digital,				
to find the pronunciation and				
determine or clarify the precise				
meaning of key words and phrases.				
ELA.5.L.C17.2 Demonstrate	RLA.O.7.1.8 Examine and interpret	-2	2	NxG WV objectives set expectations for
understanding of figurative	figurative language (hyperbole,	_	_	students to not only examine and interpret
language, word relationships, and	simile, metaphor) and literary			figurative language, but also to
nuances in word meanings.	techniques (e.g., flashback,			demonstrate understanding and word
Interpret figurative language,	stereotype, foreshadowing) in text.			nuances.
including similes and metaphors, in	, , , , , , , , , , , , , , , , , , ,			
context. Recognize and explain the				
meaning of common idioms,				
adages, and proverbs. Use the				
relationship between particular				
words (e.g., synonyms, antonyms,				
homographs) to better understand				
each of the words.				
ELA.5.L.C17.3 Acquire and use	RLA.O.5.1.2 Use a variety of	0	2	NxG WV objectives are very specific to
accurately grade-appropriate	strategies (e.g., etymology, context			words that signal contrast and logical
general academic and domain-	clues, affixes, synonyms, antonyms)			relationships.
specific words and phrases,	to increase grade-appropriate			

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including those that signal contrast,	vocabulary.		
addition, and other logical	,		
relationships (e.g., however,			
although, nevertheless, similarly,			
moreover, in addition).			



## Sixth Grade

## How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment				
	Reading							
Key Ideas and Details								
ELA.6.R.C1.1 Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	RLA.O.6.1.06 Differentiate and apply comprehension strategies in literary and informational texts to use prior knowledge, draw conclusions, interpret meaning, determine cause and effect, judge text critically.	0	1	NxG WV Objective specifies that comprehension skills be used to find and cite textual evidence.				
ELA.6.R.C1.2 Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RLA.O.6.1.09 Determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum.	0	1	NxG WV Objective raises the level of expectation to include providing a bias free summary.				
ELA.6.R.C1.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as	RLA.O.6.1.08 Interpret the actions, behaviors and motives of characters in literary texts.	0	1	NxG WV Objective raises the level of expectation to include interpreting and describing character response as it				

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well as how the characters respond				develops with the plot.
or change as the plot moves toward				
a resolution.				
ELA.6.R.C1.4 Cite textual evidence	RLA.O.6.1.06 Differentiate and	0	1	NxG WV Objective specifies that
to support analysis of what the	apply comprehension strategies in			comprehension skills be used to find and
informational text says explicitly as	literary and informational texts to			cite textual evidence.
well as inferences drawn from the	use prior knowledge, draw			
text.	conclusions, interpret meaning,			
	determine cause and effect, judge			
	text critically.			
ELA.6.R.C1.5 Determine a central	RLA.O.6.1.09 Determine and	0	1	NxG WV Objective raises the level of
idea of an informational text and	explain theme by locating			expectation to include providing a bias
how it is conveyed through	supporting details in a literary			free summary.
particular details; provide a	passage and in informational text			
summary of the text distinct from	across the curriculum.			
personal opinions or judgments.				
ELA.6.R.C1.6 Analyze in detail how	RLA.O.6.2.03 From a prompt, use	0	1	NxG WV Objective and 21C WV CSO
a key individual, event, or idea is	the writing process to develop a			have partial alignment through the
introduced, illustrated, and	composition that contains specific,			common focus on analysis of elaboration.
elaborated in an informational text	relevant details and transitions.			
(e.g., through examples or				
anecdotes).				
Craft and Structure				
ELA.6.R.C2.1 Determine the	RLA.O.6.1.01 Use connotation and	0	1	NxG WV Objective raises the level of
meaning of words and phrases as	denotation to understand meaning.			expectation to include analyzing the
they are used in a literary text,				impact on tone as well as meaning.
including figurative and connotative				
meanings; analyze the impact of a				
specific word choice on meaning				
and tone.		_		
ELA.6.R.C2.1 Determine the	RLA.O.6.1.11 Identify and	0	1	NxG WV Objective raises the level of
meaning of words and phrases as	understand_figurative language			expectation to include analyzing the
they are used in a literary text,	(e.g., onomatopoeia,			impact on tone as well as meaning.
including figurative and connotative	personification, alliteration) in text.			
meanings; analyze the impact of a				
specific word choice on meaning				
and tone.				
ELA.6.R.C2.2 Analyze how a	RLA.O.6.1.09 Determine and	0	1	NxG WV Objective raises the level of
particular sentence, chapter, scene,	explain theme by locating			expectation to include analysis of poetry
or stanza fits into the overall	supporting details in a literary			and plays.

structure of a literary text and contributes to the development of the theme, setting, or plot.	passage and in informational text across the curriculum.			
ELA.6.R.C2.3 Explain how an author develops the point of view of the narrator or speaker in a literary text.	RLA.O.7.1.05 Determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose: plot, character, setting, conflict, rising and falling action, climax, resolution, point of view, antagonist, protagonist, hero.	-1	1	NxG WV Objective raises the level of rigor by requiring explanation of the author's development of point of view.
ELA.6.R.C2.4 Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.	RLA.O.6.1.11 Identify and understand_figurative language (e.g., onomatopoeia, personification, alliteration) in text.	0	1	NxG WV Objective raises the level of expectation to include determining technical meanings in informational text.
ELA.6.R.C2.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas.	RLA.O.6.1.10 Evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.	0	1	NxG WV Objective raises the level of expectation to include analysis of contribution to the development of the ideas.
ELA.6.R.C2.6 Determine an author's point of view or purpose in an informational text and explain how it is conveyed in the text.	RLA.O.6.1.07 Determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose.	0	1	NxG WV Objective raises the level of expectation to include analysis of author's point of view.
Integration of Knowledge and Idea			<u> </u>	T
ELA.6.R.C3.1 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the literary text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RLA.O.7.3.04 Listen and observe in order to comprehend and express a point-of-view concerning the topic, purpose and medium (e.g., of a guest speaker, informational video, televised interview, radio news program).	-1	1	NxG WV Objective raises the expectation by requiring comparison of experience beyond comprehension.
ELA.6.R.C3.2 (Not applicable to literature)				

ELA.6.R.C3.3 Compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RLA.O.6.1.04 Select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: myth, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales.	0	1	NxG WV Objective raises the level of expectation to include analysis of approach to similar themes and topics across genres.
ELA.6.R.C3.4 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	21C.O.5-8.2.LS.4 Student creates thoughtful ideas and solutions and takes risks as he/she works toward goals despite mistakes. Student begins to consistently think of all the possibilities and diverge to become more expansive with his/her thoughts/ideas that lead to the creation of original products.	0	2	NxG WV Objective outcome is coherent understanding. The outcome of 21C.LS is an original product. The analysis of multiple information sources and media is the same.
ELA.6.R.C3.5 Trace and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RLA.O.8.2.07 Independently resolve information conflicts and validate information through assessing, researching and comparing data.	-2	2	NxG WV Objective is comparable in evaluating the validity of information.
ELA.6.R.C3.6 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RLA.O.6.1.10 Evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.	0	1	NxG WV Objective allows for comparisons beyond literary devices.
Range of Reading and Level of Tex				
ELA.6.R.C4.1 By the end of the year read and comprehends literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RLA.O.6.1.04 Select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: myth, fantasies, biographies,	0	1	NxG WV Objective explicitly states students will comprehend within the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELA.6.R.C4.2 By the end of the year read and comprehends literary nonfiction and other informational text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (TS6 Web-Powered Research P6)	autobiographies, science fiction, tall tales, supernatural tales.  RLA.O.6.1.04 Select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: myth, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales.	0	1	NxG WV Objective explicitly states students will comprehend within the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Writing	g		
Text Types and Purposes				
ELA.6.W.C9.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.	RLA.O.6.2.01 Use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail.	0	1	NxG WV Objective allows for a wider range of organizational formats.
ELA.6.W.C9.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	RLA.O.6.2.03 From a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.	0	1	NxG WV Objective raises the level of rigor by specifying the purpose details serve.

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Use words, phrases, and clauses to				
clarify the relationships among				
claim(s) and reasons. Establish				
and maintain a formal style. e.				
Provide a concluding statement or				
section that follows from the				
argument presented.	DIA COCCALL II C	•	4	N 0 M ( 0 ) : : : : : : : : : : : : : : : : : :
ELA.6.W.C9.1 Write arguments to	RLA.O.6.2.04 Use the five-step	0	1	NxG WV Objective is more specific in
support claims with clear reasons	writing process to address specific			stating expectations for a formal style.
and relevant evidence. Introduce	writing purposes and to address			
claim(s) and organize the reasons	various audiences (e.g., creative,			
and evidence clearly. Support	journalistic, essay, narrative,			
claim(s) with clear reasons and	informative, persuasive).			
relevant evidence, using credible				
sources and demonstrating an				
understanding of the topic or text.				
Use words, phrases, and clauses to				
clarify the relationships among				
claim(s) and reasons. Establish				
and maintain a formal style.				
Provide a concluding statement or				
section that follows from the				
argument presented.	DIA O COOR Davidar a F.7	0	4	NLO MA Chiantina is manual and sific in
ELA.6.W.C9.1 Write arguments to	RLA.O.6.2.07 Develop a 5-7	0	1	NxG WV Objective is more specific in
support claims with clear reasons	paragraph composition with an			stating expectations for the concluding
and relevant evidence. Introduce	introductory paragraph, supporting			statement to follow logically from the
claim(s) and organize the reasons	details paragraph(s) and concluding			presented argument.
and evidence clearly. Support claim(s) with clear reasons and	paragraph.			
` '				
relevant evidence, using credible sources and demonstrating an				
understanding of the topic or text.				
Use words, phrases, and clauses to				
clarify the relationships among				
claim(s) and reasons. Establish				
and maintain a formal style.				
Provide a concluding statement or				
section that follows from the				
argument presented.				
ELA.6.W.C9.2 Write	RLA.O.6.2.01 Use correct note	0	1	NxG WV Objective requires mastery of
LLA.U.VV.U3.Z VVIIIG	NLA.O.O.Z.OT OSE CONECUTIOLE	U	I	TANO ANA ODJECTIVE LEAGUILES HIGSTELLA OL

informative/explanatory texts to	taking skills organize information			specified organizational patterns.
examine a topic and convey ideas,	into an outline that categorizes			
concepts, and information through	information by topic, subtopic and			
the selection, organization, and	detail.			
analysis of relevant content.				
Introduce a topic; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				
when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to clarify				
the relationships among ideas and				
concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				
statement or section that follows				
from the information or explanation				
presented.				
ELA.6.W.C9.2 Write	RLA.O.6.2.03 From a prompt, use	0	1	NxG WV Objective specifies selection and
informative/explanatory texts to	the writing process to develop a			use of details and transition specifically for
examine a topic and convey ideas,	composition that contains specific,			communicating in the form of
concepts, and information through	relevant details and transitions.			informative/explanatory text.
the selection, organization, and				
analysis of relevant content.				
Introduce a topic; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				

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when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to clarify				
the relationships among ideas and				
concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				
statement or section that follows				
from the information or explanation				
presented.				
ELA.6.W.C9.2 Write	RLA.O.6.2.04 Use the five-step	0	1	NxG WV Objective more explicitly
informative/explanatory texts to	writing process to address specific			describes the characteristics of the
examine a topic and convey ideas,	writing purposes and to address			informative/explanatory texts students
concepts, and information through	various audiences (e.g., creative,			produce.
the selection, organization, and	journalistic, essay, narrative,			
analysis of relevant content.	informative, persuasive).			
Introduce a topic; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				
when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to clarify				
the relationships among ideas and				
concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				

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statement or section that follows				
from the information or explanation				
presented.				
ELA.6.W.C9.2 Write	RLA.O.6.2.07 Develop a 5-7	0	1	NxG WV Objective is more specific in
informative/explanatory texts to	paragraph composition with an			stating expectations for the concluding
examine a topic and convey ideas,	introductory paragraph, supporting			statement that follows from the information
concepts, and information through	details paragraph(s) and concluding			or explanation presented.
the selection, organization, and	paragraph			
analysis of relevant content.				
Introduce a topic; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				
when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to clarify				
the relationships among ideas and				
concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				
statement or section that follows				
from the information or explanation				
presented.				
ELA.6.W.C9.3 Write narratives to	RLA.O.6.2.01 Use correct note	0	1	NxG WV Objective raises the level of rigor
develop real or imagined	taking skills organize information			by requiring development of an
experiences or events using	into an outline that categorizes			organizational sequence that unfolds
effective technique, relevant	information by topic, subtopic and			naturally and logically.
descriptive details, and well-	detail.			
structured event sequences.				
Engage and orient the reader by				
establishing a context and				
introducing a narrator and/or				

characters; organize an event				
sequence that unfolds naturally and				
logically. Use narrative techniques,				
such as dialogue, pacing, and				
description, to develop experiences,				
events, and/or characters. Use a				
variety of transition words, phrases,				
and clauses to convey sequence				
and signal shifts from one time				
frame or setting to another. Use				
precise words and phrases, relevant				
descriptive details, and sensory				
language to convey experiences				
and events. Provide a conclusion				
that follows from the narrated				
experiences or events.				
ELA.6.W.C9.3 Write narratives to	RLA.O.6.2.03 From a prompt, use	0	1	NxG WV Objective specifies development
develop real or imagined	the writing process to develop a			techniques and transitions.
experiences or events using	composition that contains specific,			
effective technique, relevant	relevant details and transitions.			
descriptive details, and well-				
structured event sequences.				
Engage and orient the reader by				
establishing a context and				
introducing a narrator and/or				
characters; organize an event				
sequence that unfolds naturally and				
logically. Use narrative techniques,				
such as dialogue, pacing, and				
description, to develop experiences,				
events, and/or characters. Use a				
variety of transition words, phrases,				
and clauses to convey sequence				
and signal shifts from one time				
frame or setting to another. Use				
precise words and phrases, relevant				
descriptive details, and sensory				
language to convey experiences				
and events. Provide a conclusion				
that follows from the narrated				

experiences or events.				
ELA.6.W.C9.3 Write narratives to	RLA.O.6.2.05 Use analogies,	0	1	NxG WV Objective allows more creativity
develop real or imagined	illustrations, examples, or		'	and writer's choice in determining the
experiences or events using	anecdotes to enhance written			most appropriate type of example.
effective technique, relevant	communication.			most appropriate type of example.
descriptive details, and well-	Communication.			
structured event sequences.				
Engage and orient the reader by				
establishing a context and				
introducing a narrator and/or				
characters; organize an event				
sequence that unfolds naturally and				
logically. Use narrative techniques,				
such as dialogue, pacing, and				
description, to develop experiences,				
events, and/or characters. Use a				
variety of transition words, phrases,				
and clauses to convey sequence				
and signal shifts from one time				
frame or setting to another. Use				
precise words and phrases, relevant				
descriptive details, and sensory				
language to convey experiences				
and events. Provide a conclusion				
that follows from the narrated				
experiences or events.				
Production and Distribution of Writ		1 -	1 -	
ELA.6.W.C10.1 Produce clear and	RLA.O.6.2.04 Use the five-step	0	2	NxG WV Objective states expectation for
coherent writing in which the	writing process to address specific			writing that is clear and coherent as well
development, organization, and	writing purposes and to address			as addressing specific purposes and
style are appropriate to task,	various audiences (e.g., creative,			audiences.
purpose, and audience. (Grade-	journalistic, essay, narrative,			
specific expectations for writing	informative, persuasive).			
types are defined in objectives 1-3				
above.)				
ELA.6.W.C10.2 With some	RLA.O.6.2.06 Edit one's own	0	1	NxG WV Objective prompts expectation to
guidance and support from peers	compositions as well as the writing			try a new approach in addition to editing
and adults, develop and strengthen	of others to correct errors in			and working collaboratively.
writing as needed by planning,	organization, content, usage,			
revising, editing, rewriting, or trying	mechanics and spelling.			

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a new approach. (Editing for				
conventions should demonstrate				
command of Language objectives				
1-3 up to and including grade 6.)				
ELA.6.W.C10.3 Use technology,	RLA.O.6.2.08 Demonstrate the	0	1	NxG WV Objective specifies production of
including the Internet, to produce	ability to use electronic and non-			a product that is a minimum of three
and publish writing as well as to	electronic reference materials to			pages in a single sitting.
interact and collaborate with others;	locate information, analyze the			
demonstrate sufficient command of	source, evaluate the data, and			
keyboarding skills to type a	create a product based upon an			
minimum of three pages in a single	assigned task			
sitting.				
Research to Build and Present Kno	wledge			
ELA.6.W.C11.1 Conduct short	RLA.O.6.2.10 Select and use a	0	1	NxG WV Objective specifies the
research projects to answer a	variety of resource materials to			requirement to refocus the inquiry when
question, drawing on several	plan, develop, and deliver a			appropriate.
sources and refocusing the inquiry	research project using computer-			
when appropriate.	generated graphic aids.			
ELA.6.W.C11.2 Gather relevant	RLA.O.6.2.09 Credit sources of	0	1	NxG WV Objective specifies assessing the
information from multiple print and	information by citing references			credibility of each source and using
digital sources; assess the	using various formats, (e.g.,			paraphrases and quotations while
credibility of each source; and quote	footnotes, bibliography).			avoiding plagiarism.
or paraphrase the data and				
conclusions of others while avoiding				
plagiarism and providing basic				
bibliographic information for				
sources.				
ELA.6.W.C11.3 Draw evidence from	RLA.O.6.1.10 Evaluate connections	0	1	NxG WV Objective is more focused on
literary or informational texts to	(e.g., cause/effect, order) among			connections between propositions and
support analysis, reflection, and	the facts, ideas, events and			supportive evidence.
research. Apply grade 6 Reading	concepts of literary and			
objectives to literature (e.g.,	informational texts to self, to other			
"Compare and contrast texts in	texts and to the world			
different forms or genres [e.g.,				
stories and poems; historical novels				
and fantasy stories] in terms of their				
approaches to similar themes and				
topics"). Apply grade 6 Reading				
objectives to literary nonfiction and				
other informational text (e.g., "Trace				

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and evaluate the argument and				
specific claims in a text,				
distinguishing claims that are				
supported by reasons and evidence				
from claims that are not").				
Range of Writing				
ELA.6.W.C12.1 Write routinely over	RLA.O.6.2.04 Use the five-step	0	1	NxG WV Objective explicitly states
extended time frames (time for	writing process to address specific			expectation to write in extended as well as
research, reflection, and revision)	writing purposes and to address			shorter periods.
and shorter time frames (a single	various audiences (e.g., creative,			
sitting or a day or two) for a range of	journalistic, essay, narrative,			
discipline-specific tasks, purposes,	informative, persuasive).			
and audiences.	•			
	Speaking & L	istening		
Comprehension and Collaboration		_		
ELA.6.SL.C13.1 Engage effectively	RLA 6.3.4 Perform a variety of roles	0	1	NxG WV Objective more explicitly defines
in a range of collaborative	in group discussions including			the behaviors of an active listener and
discussions (one-on-one, in groups,	active listener and discussion			discussion leader.
and teacher-led) with diverse	leader.			
partners on <i>grade 6 topics, texts,</i>				
and issues, building on others'				
ideas and expressing their own				
clearly. Come to discussions				
prepared, having read or studied				
required material; explicitly draw on				
that preparation by referring to				
evidence on the topic, text, or issue				
to probe and reflect on ideas under				
discussion. Follow rules for				
collegial discussions, set specific				
goals and deadlines, and define				
individual roles as needed. Pose				
and respond to specific questions				
with elaboration and detail by				
making comments that contribute to			ĺ	
making comments that contribute to the topic, text, or issue under				
the topic, text, or issue under				
that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions				

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perspectives through reflection and				
paraphrasing. ELA.6.SL.C13.2 Interpret	DIAGO DI Interpret toyt in order to	0	2	NxG WV Objective states expectation for
	RLA 6.3.3 Interpret text in order to	U		
information presented in diverse	comprehend topic, purpose and			students to go beyond comprehension to
media and formats (e.g., visually,	perspective in spoken texts (e.g., of			explanation.
quantitatively, orally) and explain	a speaker, informational video,			
how it contributes to a topic, text, or	televised interview, radio news			
issue under study.	program).	-2	0	Ni-C M// Objective states are statical for
ELA.6.SL.C13.3 Delineate a	RLA.O.8.2.07 Independently	-2	2	NxG WV Objective states expectation for
speaker's argument and specific	resolve information conflicts and			students to go beyond validation to delineation.
claims, distinguishing claims that	validate information through			delineation.
are supported by reasons and	assessing, researching and			
evidence from claims that are not.	comparing data.	•	4	N 0 M0 ( 0 ) : : :
ELA.6.SL.C14.1 Present claims and	RLA.O.6.3.01 Exhibit effective oral	0	1	NxG WV Objective states effective oral
findings, sequencing ideas logically	communication skills (e.g., volume,			communication skills must be utilized for
and using pertinent descriptions,	rate, audience, etiquette, standard			presenting claims and findings.
facts, and details to accentuate	English) through the presentation of			
main ideas or themes; use	compositions, personal narratives,			
appropriate eye contact, adequate	brochures, speeches, poetry.			
volume, and clear pronunciation.	DIA O C 2 05 Create and area and	0	4	NivO M// Ohio stive states was af
ELA6.SL.C14.2 Include multimedia	RLA.O.6.3.05 Create and present	0	1	NxG WV Objective states use of
components (e.g., graphics,	an age-appropriate media product			multimedia components for clarifying information.
images, music, sound) and visual	that demonstrates format, purpose, and audience			iniornation.
displays in presentations to clarify information.	and audience			
ELA6.SL.C14.3 Adapt speech to a	RLA.O.6.3.01 Exhibit effective oral	0	1	NxG WV Objective explicitly states
		U	'	
variety of contexts and tasks,	communication skills (e.g., volume,			expectation for adapting speech to a
demonstrating command of formal	rate, audience, etiquette, standard			variety of contexts and tasks in addition to
English when indicated or	English) through the presentation of			use of formal English.
appropriate (See grade 6 Language	compositions, personal narratives,			
objectives 1 and 3 for specific expectations.)	brochures, speeches, poetry.			
expectations.)				
	Langua	ge		
Conventions of Standard English				
ELA.6.L.015.1 Demonstrate	RLA.O.6.2.06 Edit one's own	0	1	NxG WV Objective articulates specific
command of the conventions of	compositions as well as the writing			conventions expected to be mastered at
standard English grammar and	of others to correct errors in			this grade level.
usage when writing or speaking.	organization, content, usage,			
Ensure that pronouns are in the	mechanics and spelling.			

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proper case (subjective, objective,				
possessive). Use intensive				
pronouns (e.g., myself, ourselves).				
Recognize and correct				
inappropriate shifts in pronoun				
number and person. Recognize				
and correct vague pronouns (i.e.,				
ones with unclear or ambiguous				
antecedents). Recognize variations				
from Standard English in their own				
and others' writing and speaking,				
and identify and use strategies to				
improve expression in conventional				
language.				
ELA.6.L.15.2 Demonstrate	RLA.O.6.2.06 Edit one's own	0	1	NxG WV Objective articulates specific
command of the conventions of	compositions as well as the writing			conventions expected to be mastered at
Standard English capitalization,	of others to correct errors in			this grade level.
punctuation, and spelling when	organization, content, usage,			
writing. Use punctuation (commas,	mechanics and spelling.			
parentheses, dashes) to set off				
nonrestrictive/parenthetical				
elements. Spell correctly				
Knowledge of Language				
ELA.6.L.C16.1 Use knowledge of	RLA.O.6.2.06 Edit one's own	0	1	NxG WV Objective articulates specific
language and its conventions when	compositions as well as the writing			conventions expected to be mastered at
writing, speaking, reading, or	of others to correct errors in			this grade level.
listening. Vary sentence patterns	organization, content, usage,			
for meaning, reader/listener interest,	mechanics and spelling.			
and style. Maintain consistency in				
style and tone.				
Vocabulary Acquisition and Use				
ELA.6.L.C17.1 Determine or clarify	RLA .0.6.1.03 Use a variety of	0	1	NxG WV Objective part a. aligns in the
the meaning of unknown and	strategies to increase grade-			use of context.
multiple-meaning words and	appropriate vocabulary (e.g.,			
phrases based on grade 6 reading	etymology, context clues, affixes,			
and content, choosing flexibly from	synonyms, antonyms).			
a range of strategies. Use context				
(e.g., the overall meaning of a				
sentence or paragraph; a word's				
position or function in a sentence)				

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as a clue to the meaning of a word				
or phrase. Use common, grade-				
appropriate Greek or Latin affixes				
and roots as clues to the meaning				
of a word (e.g., audience, auditory,				
audible). Consult 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. 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).				
ELA.6.L.C17.1 Determine or clarify	RLA .0.6.1.02 Use root words,	0	1	NxG WV Objective part b. aligns in the
the meaning of unknown and	prefixes and suffixes to understand			use of affixes and roots.
multiple-meaning words and	words, change word meanings and			
phrases based on grade 6 reading	generate new words appropriate to			
and content, choosing flexibly from	grade level.			
a range of strategies. 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. Use common, grade-				
appropriate Greek or Latin affixes				
and roots as clues to the meaning				
of a word (e.g., audience, auditory,				
audible). Consult 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. 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).				
ELA.6.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	RLA 6.1.1 Use connotation and denotation to understand meaning	0	2	NxG WV Objective requires students to go beyond demonstrating understanding of words to include understanding of relationships between words.
ELA.6.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	RLA 6.1.11 Identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text.	0	2	NxG WV Objective part a. asks students to Interpret figures of speech (e.g. personification) in context.
ELA.6.L.C17.3 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	RLA .0.6.1.03 Use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms).	0	1	NxG WV Objective states expectation for use of new vocabulary in addition to acquisition of new words.



## Seventh Grade

## How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the NxG WV Objective WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment
	Reading	3		
Key Ideas and Details				
ELA.7.R.C1.1 Cite several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	7.1.4 Use pre-reading strategies (e.g., generating questions, previewing, activating and evaluation prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of text by: generalizing to establish a purpose for reading, interpreting the relationship between graphic aids and text, making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids	0	1	NxG WV Objective is a more holistic method of reading analysis and interpretation of the text.
ELA.7.R.C1.1 Cite several pieces of textual evidence to support analysis	7.1.7 Summarize explicit and implied information from literary and	0	1	NxG WV Objective extends student understanding beyond reading

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of what the literary text says	informational texts to recognize the			summarization and recognition.
explicitly as well as inferences	relationships among the facts, ideas,			
drawn from the text.	events and concepts (e.g., names,			
	dates, events, organizational			
	patterns, graphical representations			
	as found in photographs, captions,			
	maps, tables or timelines, textual			
	features including table of contents,			
	headings or side bars).			
ELA.7.R.C1.1 Cite several pieces of	7.1.10 Use examples, and details in	0	1	NxG WV Objective requires higher level
textual evidence to support analysis	practical texts to make inferences			thinking as student learning extends
of what the literary text says	and logical predictions about			beyond inferring and predicting.
explicitly as well as inferences	outcomes of procedures in such			
drawn from the text.	texts.			
ELA.7.R.C1.2 Determine a theme or	7.1.6 Relate and analyze	0	2	NxG WV Objective provides a broader
central idea of a literary text and	connections/themes among ideas in			range of literary analysis and requires
analyze its development over the	literary and informational texts, such			students to summarize their
course of the text; provide an	as text to self, text-to-text, text to			understanding.
objective summary of the text.	world connections, and recognize			_
	that global awareness promotes			
	understanding, tolerance, and			
	acceptance of ethnic, cultural,			
	religious and personal differences.			
ELA.7.R.C1.2 Determine a theme or	7.1.4 Use pre-reading strategies	0	1	NxG WV Objective is a more holistic
central idea of a literary text and	(e.g., generating questions,			method of reading analysis and
analyze its development over the	previewing, activating and evaluation			interpretation of the text.
course of the text; provide an	prior knowledge, scanning,			
objective summary of the text.	skimming) and comprehension			
	strategies to critically analyze and			
	evaluate the composition of text by:			
	generalizing to establish a purpose			
	for reading, interpreting the			
	relationship between graphic aids			
	and text, making complex or abstract			
	predictions by synthesizing			
	information gained from previewing			
	text and graphic aids			
ELA.7.R.C1.2 Determine a theme or	7.1.7 Summarize explicit and implied	0	1	NxG WV Objective extends student
central idea of a literary text and	information from literary and			understanding beyond reading
analyze its development over the	informational texts to recognize the			summarization and recognition.

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course of the text; provide an	relationships among the facts, ideas,			
objective summary of the text.	events and concepts (e.g., names,			
	dates, events, organizational			
	patterns, graphical representations			
	as found in photographs, captions,			
	maps, tables or timelines, textual			
	features including table of contents,			
	headings or side bars).			
ELA.7.R.C1.2 Determine a theme or	7.1.12 Increase amount of	0	1	NxG WV Objective extends beyond the
central idea of a literary text and	independent reading and use			act of reading and use of graphic
analyze its development over the	appropriate graphic organizers (e.g.,			organizers for idea organization during the
course of the text; provide an	diagrams, flow charts, story maps,			process of reading analysis.
objective summary of the text.	outlines, concept maps, tables,			
	reading guides) to analyze more			
	complex ideas in both fiction and			
	non-fiction.			
ELA.7.R.C1.3 Analyze how	7.1.5 Determine and interpret the	0	1	NxG WV Objective extends student
particular elements of a story or	elements of literature to construct			learning opportunity beyond determination
drama interact (e.g., how setting	meaning and recognize author's			and interpretation of literature using
shapes the characters or plot).	and/or reader's purpose: plot,			specific literary elements.
, ,	character, setting, conflict, rising and			' '
	falling action, climax, resolution,			
	point of view, antagonist,			
	protagonist, hero.			
ELA.7.R.C1.4 Cite several pieces of	7.1.4 Use pre-reading strategies	0	1	NxG WV Objective is a more holistic
textual evidence to support analysis	(e.g., generating questions,	-		method of reading analysis and
of what the informational text says	previewing, activating and evaluation			interpretation of the text.
explicitly as well as inferences	prior knowledge, scanning,			
drawn from the text.	skimming) and comprehension			
diawii iioiii tiio toxt.	strategies to critically analyze and			
	evaluate the composition of text by:			
	generalizing to establish a purpose			
	for reading, interpreting the			
	relationship between graphic aids			
	and text, making complex or abstract			
	predictions by synthesizing			
	information gained from previewing			
	text and graphic aids.			
ELA.7.R.C1.4 Cite several pieces of	7.1.7 Summarize explicit and implied	0	1	NxG WV Objective extends student
textual evidence to support analysis	information from literary and	U	'	understanding beyond reading
textual evidence to Support analysis	imonnation nom literary and		j	understanding beyond reading

of what the informational text says explicitly as well as inferences drawn from the text.	informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).			summarization and recognition.
ELA.7.R.C1.4 Cite several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.	7.1.10 Use examples, and details in practical texts to make inferences and logical predictions about outcomes of procedures in such texts.	0	1	NxG WV Objective requires higher level thinking as student learning extends beyond inferring and predicting.
ELA.7.R.C1.5 Determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.	7.1.6 Relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.	0	1	NxG WV Objective provides a broader range of literary analysis and requires students to summarize their understanding.
ELA.7.R.C1.5 Determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.	7.1.12 Increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction.	0	1	NxG WV Objective extends beyond the act of reading and use of graphic organizers for idea organization during the process of reading analysis.
ELA.7.R.C1.5 Determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.	7.1.7 Summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual	0	1	NxG WV Objective extends student understanding beyond reading summarization and recognition.

ELA.7.R.C1.6 Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	features including table of contents, headings or side bars).  7.1.7 Summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).	0	1	NxG WV Objective extends student understanding beyond reading summarization and recognition.
Craft and Structure	noddings of side sale).			
ELA.7.R.C2.1 Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	7.1.1 Compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and uncomplicated passages.	0	1	NxG WV Objective requires higher level thinking as student learning extends beyond understanding connotations and denotations of language to enhance meaning.
ELA.7.R.C2.1 Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	7.1.8 Examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text.	0	1	NxG WV Objective extends student learning opportunity beyond the examination and interpretation of figurative language promoting a more critical literary analysis.
ELA.7.R.C2.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7.1.3 Classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: fiction, nonfiction, myths, poems, fantasies, biographies,	0	1	NxG WV Objective allows for critical thinking beyond definition and comprehension of a literary text.

	autobiographies, science fiction, tall tale, supernatural tales.			
ELA.7.R.C2.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7.1.9 Read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic), and recognize the elements to derive meaning of poetry.	0	1	NxG WV Objective requires students to extend learning beyond reading comprehension and recognition of literary elements within a specific genre.
ELA.7.R.C2.3 Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.	7.1.5 Determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose: plot, character, setting, conflict, rising and falling action, climax, resolution, point of view, antagonist, protagonist, hero.	0	2	NxG WV Objective requires students to analyze author's use of literary techniques rather than determining and interpreting literary elements.
ELA.7.R.C2.4 Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7.1.8 Examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text.	0	1	NxG WV Objective extends student learning opportunity beyond the examination and interpretation of figurative language promoting a more critical literary analysis.
ELA.7.R.C2.4 Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7.1.1 Compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and uncomplicated passages.	0	1	NxG WV Objective extends determination of meaning of words and phrases using various methods of analysis.
ELA.7.R.C2.5 Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.	7.1.4 Use pre-reading strategies (e.g., generating questions, previewing, activating and evaluation prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of text by: generalizing to establish a purpose for reading, interpreting the	0	1	NxG WV Objective is a more holistic method of reading analysis and interpretation of the text.

ELA.7.R.C2.6 Determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others.	relationship between graphic aids and text, making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids.  7.1.5 Determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose: plot, character, setting, conflict, rising and falling action, climax, resolution, point of view, antagonist, protagonist, hero.	0	1	NxG WV Objective requires students to analyze author's use of literary techniques rather than determining and interpreting literary elements.
Integration of Knowledge and Ideas				
ELA.7.R.C3.1 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7.1.11 Critique the usefulness of the form, and content of practical texts.	0	1	The NxG WV Objective extends student learning opportunity beyond a critique requiring higher order thinking skills and synthesis of information.
ELA.7.R.C3.1 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).  ELA.7.R.C3.2 (Not applicable to	7.3.4 Listen and observe in order to comprehend and express a point-of-view concerning the topic, purpose and medium (e.g., of a guest speaker, informational video, televised interview, radio news program).	0	1	The NxG WV Objective extends student learning opportunity beyond comprehension requiring higher order thinking skills and synthesis of information.
literature)  ELA.7.R.C3.3 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7.1.3 Classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: fiction, nonfiction, myths, poems, fantasies, biographies,	0	1	NxG WV Objective allows for critical thinking beyond definition and comprehension of a literary text.

	autobiographies, science fiction, tall tale, supernatural tales.			
ELA.7.R.C3.3 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7.1.5 Determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose: plot, character, setting, conflict, rising and falling action, climax, resolution, point of view, antagonist, protagonist, hero.	0	1	NxG WV Objective extends student learning opportunity beyond determination and interpretation of literature using specific literary elements.
ELA.7.R.C3.4 Compare and contrast a text to an audio, video, or multimedia version of the informational text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7.1.11 Critique the usefulness of the form, and content of practical texts.	0	1	The NxG WV Objective extends student learning opportunity beyond a critique requiring higher order thinking skills and synthesis of information.
ELA.7.R.C3.4 Compare and contrast a text to an audio, video, or multimedia version of the informational text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7.3.4 Listen and observe in order to comprehend and express a point-of-view concerning the topic, purpose and medium (e.g., of a guest speaker, informational video, televised interview, radio news program).	0	1	The NxG WV Objective extends student learning opportunity beyond comprehension requiring higher order thinking skills and synthesis of information.
ELA.7.R.C3.5 Trace and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7.1.4 Use pre-reading strategies (e.g., generating questions, previewing, activating and evaluation prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of text by: generalizing to establish a purpose for reading, interpreting the relationship between graphic aids and text, making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids.	0	1	NxG WV Objective is a more holistic method of reading analysis and interpretation of the text
ELA.7.R.C3.5 Trace and evaluate the argument and specific claims in	7.1.10 Use examples, and details in practical texts to make inferences	0	1	NxG WV Objective requires higher level thinking as student learning extends

an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	and logical predictions about outcomes of procedures in such texts.			beyond inferring and predicting.
ELA.7.R.C3.6 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7.1.4 Use pre-reading strategies (e.g., generating questions, previewing, activating and evaluation prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of text by: generalizing to establish a purpose for reading, interpreting the relationship between graphic aids and text, making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids.	0	1	NxG WV Objective is a more holistic method of reading analysis and interpretation of the text.
ELA.7.R.C3.6 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7.1.10 Use examples, and details in practical texts to make inferences and logical predictions about outcomes of procedures in such texts.	0	1	NxG WV Objective requires higher level thinking as student learning extends beyond inferring and predicting.
Range of Reading and Level of Tex	t Complexity			
ELA.7.R.C4.1 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7.1.3 Classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tale, supernatural tales.	0	1	NxG WV Objective allows for critical thinking beyond definition and comprehension of a literary text.
ELA.7.R.C4.1 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text	7.1.4 Use pre-reading strategies (e.g., generating questions, previewing, activating and evaluation prior knowledge, scanning,	0	1	NxG WV Objective is a more holistic method of reading analysis and interpretation of the text.

complexity band proficiently, with scaffolding as needed at the high end of the range.	skimming) and comprehension strategies to critically analyze and evaluate the composition of text by: generalizing to establish a purpose for reading, interpreting the relationship between graphic aids and text, making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids.			
ELA.7.R.C4.1 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7.1.12 Increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction.	0	1	NxG WV Objective extends beyond the act of reading and use of graphic organizers for idea organization during the process of reading analysis.
ELA.7.R.C4.2 By the end of the year, read and comprehend literary nonfiction and other informational texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7.1.3 Classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tale, supernatural tales.	0	1	NxG WV Objective allows for critical thinking beyond definition and comprehension of a literary text.
ELA.7.R.C4.2 By the end of the year, read and comprehend literary nonfiction and other informational texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7.1.4 Use pre-reading strategies (e.g., generating questions, previewing, activating and evaluation prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of text by: generalizing to establish a purpose for reading, interpreting the relationship between graphic aids and text, making complex or abstract predictions by synthesizing	0	1	NxG WV Objective is a more holistic method of reading analysis and interpretation of the text.

ELA.7.R.C4.2 By the end of the year, read and comprehend literary nonfiction and other informational texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	information gained from previewing text and graphic aids  7.1.12 Increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction.	0	1	NxG WV Objective extends beyond the act of reading and use of graphic organizers for idea organization during the process of reading analysis.
	Writing			
Text Types and Purposes				
ELA.7.W.C9.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.	7. 2.5 From a prompt use the five- step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.	0	1	NxG WV Objective is specific about the development of arguments.
ELA.7.W.C9.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence,	7.2.7 Identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements).	0	1	NxG WV Objective is specific about the development of arguments.

using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.				
ELA.7.W.C9.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.	7.2.8 Understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.	0	1	NxG WV Objective is specific about the development of arguments.
ELA.7.W.C9.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an	7.2.6 Use sophisticated transitional words and cues to signal organization of a composition.	0	1	NxG WV Objective is specific about the development of arguments.

understanding of the topic or text.				
Use words, phrases, and clauses to				
create cohesion and clarify the				
relationships among claim(s),				
reasons, and evidence. Establish				
and maintain a formal style.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.7.W.C9.1 Write arguments to	7.2.2 Using student-prepared notes,	0	1	NxG WV Objective is specific about the
support claims with clear reasons	create an outline and use it to			development of arguments.
and relevant evidence. Introduce	develop a written and/or oral			
claim(s), acknowledge alternate or	presentation using computer-			
opposing claims, and organize the	generated graphics (e.g., tables,			
reasons and evidence logically.	charts, graphs).			
Support claim(s) with logical	,			
reasoning and relevant evidence,				
using accurate, credible sources				
and demonstrating an				
understanding of the topic or text.				
Use words, phrases, and clauses to				
create cohesion and clarify the				
relationships among claim(s),				
reasons, and evidence. Establish				
and maintain a formal style.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.7.W.C9.2 Write	7.2.2 Using student-prepared notes,	0	1	NxG WV Objective is specific about the
informative/explanatory texts to	create an outline and use it to			development of informative/explanatory
examine a topic and convey ideas,	develop a written and/or oral			texts.
concepts, and information through	presentation using computer-			
the selection, organization, and	generated graphics (e.g., tables,			
analysis of relevant content.	charts, graphs).			
Introduce a topic clearly, previewing				
what is to follow; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				

		,		
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				
when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to				
create cohesion and clarify the				
relationships among ideas and				
concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				
statement or section that follows				
from and supports the information				
or explanation presented.				
ELA.7.W.C9.2 Write	7.2.5 From a prompt use the five-	0	1	NxG WV Objective is specific about the
informative/explanatory texts to	step writing process to develop a			development of informative/explanatory
examine a topic and convey ideas,	focused composition that contains			texts.
concepts, and information through	specific, relevant details and vivid			
the selection, organization, and	and precise words.			
analysis of relevant content.				
Introduce a topic clearly, previewing				
what is to follow; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				
when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to				
create cohesion and clarify the				
relationships among ideas and				

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concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				
statement or section that follows				
from and supports the information				
or explanation presented.				
ELA.7.W.C9.2 Write	7.2.10 Select and use a variety of	0	1	NxG WV Objective is specific about the
informative/explanatory texts to	resource materials to plan, develop,			development of informative/explanatory
examine a topic and convey ideas,	and deliver a research project (3			texts.
concepts, and information through	pages) with documented sources,			
the selection, organization, and	using computer-generated graphic			
analysis of relevant content.	aids.			
Introduce a topic clearly, previewing				
what is to follow; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				
when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to				
create cohesion and clarify the				
relationships among ideas and				
concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				
statement or section that follows				
from and supports the information				
or explanation presented.				
ELA.7.W.C9.2 Write	7.2.3 Use analogies, illustrations,	0	1	NxG WV Objective is specific about the
informative/explanatory texts to	examples, or anecdotes to enhance			development of informative/explanatory

examine a topic and convey ideas,	oral and written communication (e.g.,			texts.
concepts, and information through	letters, poems, brief reports,			
the selection, organization, and	descriptions, extended text,			
analysis of relevant content.	illustrations).			
Introduce a topic clearly, previewing				
what is to follow; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				
when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to				
create cohesion and clarify the				
relationships among ideas and				
concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				
statement or section that follows				
from and supports the information				
or explanation presented.				
ELA.7.W.C9.2 Write	7.2.8 Understand how to summarize	0	1	NxG WV Objective is specific about the
informative/explanatory texts to	and use direct quotations in writing,			development of informative/explanatory
examine a topic and convey ideas,	recognize copyright laws/issues,			texts.
concepts, and information through	ethical acquisition and use of digital			
the selection, organization, and	information in citing sources for			
analysis of relevant content.	research/report.			
Introduce a topic clearly, previewing				
what is to follow; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				

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(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				
when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to				
create cohesion and clarify the				
relationships among ideas and				
concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				
statement or section that follows				
from and supports the information				
or explanation presented.				
ELA.7.W.C9.2 Write	7.2.6 Use sophisticated transitional	0	1	NxG WV Objective is specific about the
informative/explanatory texts to	words and cues to signal			development of informative/explanatory
examine a topic and convey ideas,	organization of a composition.			texts.
concepts, and information through				
the selection, organization, and				
analysis of relevant content.				
Introduce a topic clearly, previewing				
what is to follow; organize ideas,				
concepts, and information, using				
strategies such as definition,				
classification, comparison/contrast,				
and cause/effect; include formatting				
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				
when useful to aiding				
comprehension. Develop the topic				
with relevant facts, definitions,				
concrete details, quotations, or				
other information and examples.				
Use appropriate transitions to				
create cohesion and clarify the				
relationships among ideas and				

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concepts. Use precise language				
and domain-specific vocabulary to				
inform about or explain the topic.				
Establish and maintain a formal				
style. Provide a concluding				
statement or section that follows				
from and supports the information				
or explanation presented.				
ELA.7.W.C9.3 Write narratives to	7.2.5 From a prompt use the five-	0	1	NxG WV Objective is specific about the
develop real or imagined	step writing process to develop a			development of a narrative.
experiences or events using	focused composition that contains			
effective technique, relevant	specific, relevant details and vivid			
descriptive details, and well-	and precise words.			
structured event sequences.				
Engage and orient the reader by				
establishing a context and point of				
view and introducing a narrator				
and/or characters; organize an				
event sequence that unfolds				
naturally and logically. Use				
narrative techniques, such as				
dialogue, pacing, and description, to				
develop experiences, events, and/or				
characters. Use a variety of				
transition words, phrases, and				
clauses to convey sequence and				
signal shifts from one time frame or				
setting to another. Use precise				
words and phrases, relevant				
descriptive details, and sensory				
language to capture the action and				
convey experiences and events.				
Provide a conclusion that follows				
from and reflects on the narrated				
experiences or events.				
ELA.7.W.C9.3 Write narratives to	7.2.3 Use analogies, illustrations,	0	1	NxG WV Objective is specific about the
develop real or imagined	examples, or anecdotes to enhance			development of a narrative.
experiences or events using	oral and written communication (e.g.,			
effective technique, relevant	letters, poems, brief reports,			
descriptive details, and well-	descriptions, extended text,			

ted transitional 0	1	NxG WV Objective is specific about the
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signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.  ELA.7.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and
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language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.  ELA.T.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and
convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.  ELA.7.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and
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transition words, phrases, and clauses to convey sequence and
clauses to convey sequence and
simple lifts from an a time from an
signal shifts from one time frame or
setting to another. Use precise
words and phrases, relevant
descriptive details, and sensory
language to capture the action and
convey experiences and events.
Provide a conclusion that follows
from and reflects on the narrated
experiences or events.
Production and Distribution of Writing
ELA.7.W.C10.1 Produce clear and 7.2.4 Use the five-step writing 0 1 NxG WV Objective encompasses a
coherent writing in which the process (pre-writing, drafting, draf
development, organization, and revising, editing, publishing) to process as a means to structure writing to

Tat ta an annual ata ta ta ta t	Language to too too also a source of the		I	
style are appropriate to task,	generate topics, plan approaches,			communicate effectively.
purpose, and audience. (Grade-	and develop expository and			
specific expectations for writing	persuasive writing tasks:			
types are defined in objectives 1–3	compositions, brochures, display			
above.)	ads, commercials, speeches, poetry.		_	
ELA.7.W.C10.1 Produce clear and	7.2.5 From a prompt use the five-	0	1	NxG WV Objective encompasses a
coherent writing in which the	step writing process to develop a			deeper understanding of the writing
development, organization, and	focused composition that contains			process as a means to structure writing to
style are appropriate to task,	specific, relevant details and vivid			communicate effectively in a variety of
purpose, and audience. (Grade-	and precise words.			formats.
specific expectations for writing				
types are defined in objectives 1–3				
above.)				
ELA.7.W.C10.2 With some	7.2.4 Use the five-step writing	0	1	NxG WV Objective encompasses a
guidance and support from peers	process (pre-writing, drafting,			deeper understanding of the writing
and adults, develop and strengthen	revising, editing, publishing) to			process as a means to strengthen writing
writing as needed by planning,	generate topics, plan approaches,			and allows for guidance and support from
revising, editing, rewriting, or trying	and develop expository and			peers and adults during the revision stage.
a new approach, focusing on how	persuasive writing tasks:			
well purpose and audience have	compositions, brochures, display			
been addressed. (Editing for	ads, commercials, speeches, poetry.			
conventions should demonstrate				
command of Language objectives				
1-3 up to and including grade 7.)				
ELA.7.W.C10.3 Use technology,	7.2.7 Identify and use a variety of	0	1	NxG WV Objective goes beyond
including the Internet, to produce	sources for different types of			identifying sources to using them
and publish writing and link to and	information (e.g., Internet research,			appropriately and allows for collaborative
cite sources as well as to interact	databases for periodical and			learning.
and collaborate with others,	newspaper articles, newspapers,			
including linking to and citing	schedules, advertisements).			
sources.	,			
ELA.7.W.C10.3 Use technology,	7.2.8 Understand how to summarize	0	2	NxG WV Objective allows students to also
including the Internet, to produce	and use direct quotations in writing,	•		assess credibility of sources and
and publish writing and link to and	recognize copyright laws/issues,			paraphrase in a collaborative learning
cite sources as well as to interact	ethical acquisition and use of digital			environment.
and collaborate with others,	information in citing sources for			
including linking to and citing	research/report.			
sources.	'			
ELA.7.W.C10.3 Use technology,	7.2.9 Document sources of	0	1	NxG WV Objective allows students to
including the Internet, to produce	information using a provided	-		develop a deeper understanding of source

and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	bibliographic format.			information documentation in a collaborative learning environment.
Research to Build and Present Kno	wledge			
ELA.7.W.C11.1 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7.2.7 Identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements).	0	1	NxG WV Objective goes beyond identifying sources to using them appropriately.
ELA.7.W.C11.1 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7.2.8 Understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.	0	1	NxG WV Objective focuses more on the research process than a specific skill.
ELA.7.W.C11.1 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7.2.10 Select and use a variety of resource materials to plan, develop, and deliver a research project (3 pages) with documented sources, using computer-generated graphic aids.	0	1	NxG WV Objective focuses on inquiry learning.
ELA.7.W.C11.2 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.	7.2.1 Use note-taking strategies including paraphrasing and summarizing to develop a written composition.	0	1	NxG WV Objective focuses more on the research process than a specific skill.
ELA.7.W.C11.2 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	7.2.7 Identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements).	0	1	NxG WV Objective goes beyond identifying sources to using them appropriately.

	T			
plagiarism and following a standard				
format for citation.			_	
ELA.7.W.C11.2 Gather relevant	7.2.8 Understand how to summarize	0	2	NxG WV Objective allows students to also
information from multiple print and	and use direct quotations in writing,			assess credibility of sources and
digital sources, using search terms	recognize copyright laws/issues,			paraphrase.
effectively; assess the credibility	ethical acquisition and use of digital			
and accuracy of each source; and	information in citing sources for			
quote or paraphrase the data and	research/report.			
conclusions of others while avoiding				
plagiarism and following a standard				
format for citation.				
ELA.7.W.C11.2 Gather relevant	7.2.9 Document sources of	0	1	NxG WV Objective allows students to
information from multiple print and	information using a provided			develop a deeper understanding of source
digital sources, using search terms	bibliographic format.			information documentation.
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.				
ELA.7.W.C11.2 Gather relevant	7.2.10 Select and use a variety of	0	1	NxG WV Objective allows for more critical
information from multiple print and	resource materials to plan, develop,			analysis of resource materials.
digital sources, using search terms	and deliver a research project (3			
effectively; assess the credibility	pages) with documented sources,			
and accuracy of each source; and	using computer-generated graphic			
quote or paraphrase the data and	aids.			
conclusions of others while avoiding				
plagiarism and following a standard				
format for citation.				
ELA.7.W.C11.3 Draw evidence from	7.2.2 Using student-prepared notes,	0	1	NxG WV Objective allows for higher order
literary or informational texts to	create an outline and use it to			thinking skills: analysis, reflection, and
support analysis, reflection, and	develop a written and/or oral			research.
research. Apply grade 7 Reading	presentation using computer-			
objectives to literature (e.g.,	generated graphics (e.g., tables,			
"Compare and contrast a fictional	charts, graphs).			
portrayal of a time, place, or				
character and a historical account of				
the same period as a means of				
understanding how authors of fiction				
use or alter history"). Apply grade 7				

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.  ELA.7.W.C12.1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative  Figure 1. Supposes (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches, and develop expository and persuasive writing tasks: compositions, brochures, display ads, commercials, speeches, poetry.  7.2.5 From a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative	
text (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").  Range of Writing  ELA.7.W.C.12.1 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.  ELA.7.W.C.12.1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.S.L.C.13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").  Range of Writing  ELA.7.W.C12.1 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.  ELA.7.W.C12.1 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").  Range of Writing  ELA.7.W.C12.1 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.  ELA.7.W.C12.1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
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evidence is relevant and sufficient to support the claims").  Range of Writing  ELA.7.W.C12.1 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.  ELA.7.W.C12.1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
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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.  ELA.7.W.C12.1 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	flexibility in format.
and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  ELA.7.W.C12.1 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	nombinity in roman
sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  ELA.7.W.C12.1 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
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and audiences.  ELA.7.W.C12.1 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
ads, commercials, speeches, poetry.  ELA.7.W.C12.1 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
ELA.7.W.C12.1 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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	N. O.MO./ Older Consultant Land
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.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;  focused composition that contains specific, relevant details and vivid and precise words.  Speaking & Listening  7.3.5 Evaluate information to reach consensus in group discussions or settings.	NxG WV Objective allows for a broader
and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;  specific, relevant details and vivid and precise words.  Speaking & Listening  7.3.5 Evaluate information to reach consensus in group discussions or settings.	range of writing opportunities.
sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;  and precise words.  Speaking & Listening  7.3.5 Evaluate information to reach on the consensus in group discussions or settings.	
discipline-specific tasks, purposes, and audiences.  Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
Speaking & Listening  Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;  Speaking & Listening  7.3.5 Evaluate information to reach consensus in group discussions or settings.	
Comprehension and Collaboration  ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;  7.3.5 Evaluate information to reach consensus in group discussions or settings.	
ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;  7.3.5 Evaluate information to reach consensus in group discussions or settings.	
in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	NxG WV Objective extends student
discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	learning opportunity beyond that of
and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	coming to a group consensus.
partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study;	
clearly. Come to discussions prepared, having read or researched material under study;	
prepared, having read or researched material under study;	
researched material under study;	
by referring to evidence on the	
topic, text, or issue to probe and	

reflect on ideas under discussion.				
Follow rules for collegial				
discussions, track progress toward				
specific goals and deadlines, and				
define individual roles as needed.				
Pose questions that elicit				
elaboration and respond to others'				
questions and comments with				
relevant observations and ideas that				
bring the discussion back on topic				
as needed. Acknowledge new				
information expressed by others				
and, when warranted, modify their				
own views.				
ELA.7.SL.C13.2 Analyze the main	7.3.4 Listen and observe in order to	0	1	The NxG WV Objective extends beyond
ideas and supporting details	comprehend and express a point-of-			listening and observing in order to
presented in diverse media and	view concerning the topic, purpose			comprehend.
formats (e.g., visually,	and medium (e.g., of a guest			'
quantitatively, orally) and explain	speaker, informational video,			
how the ideas clarify a topic, text, or	televised interview, radio news			
issue under study.	program).			
ELA.7.SL.C13.3 Delineate a	7.3.5 Evaluate information to reach	0	1	The NxG WV Objective extends student
speaker's argument and specific	consensus in group discussions or			learning opportunity beyond evaluating
claims, evaluating the soundness of	settings.			information to come to consensus.
the reasoning and the relevance				
and sufficiency of the evidence.				
Presentation of Knowledge and Ide	eas			<u> </u>
ELA.7.SL.C14.1 Present claims and	7.2.10 Select and use a variety of	0	1	The NxG WV Objective extends student
findings, emphasizing salient points	resource materials to plan, develop,			learning opportunity beyond the delivery of
in a focused, coherent manner with	and deliver a research project (3			a research project.
pertinent descriptions, facts, details,	pages) with documented sources,			
and examples; use appropriate eye	using computer-generated graphic			
contact, adequate volume, and	aids.			
clear pronunciation.				
ELA.7.SL.C14.1 Present claims and	7.3.6 Plan, create and present an	0	1	NxG WV Objective broadens its focus to
findings, emphasizing salient points	age-appropriate media product that		-	include both the content and the student
in a focused, coherent manner with	demonstrates format, purpose, and			ability of presenting.
pertinent descriptions, facts, details,	audience.			, , , , , , , , , , , , , , , , , , , ,
and examples; use appropriate eye				
contact, adequate volume, and				
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clear pronunciation.				
ELA.7.SL.C14.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7.3.1 Demonstrate effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through presentation of compositions, reports, scripts, dramatizations.	0	1	NxG WV Objective allows students communication opportunities using a variety of formats.
ELA.7.SL.C14.2 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7.3.2 Use oral/visual information to research, explore, question and imagine a topic.	0	1	The NxG WV Objective takes current objective further because it is about using visual information to emphasize salient points.
ELA.7.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language objectives 1 and 3 for specific expectations.)	7.3.1 Demonstrate effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through presentation of compositions, reports, scripts, dramatizations.	0	1	The NxG WV Objective allows students communication opportunities using a variety of formats.
	Languaç	ge		
Conventions of Standard English				
ELA.7.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling	West Virginia Writing Assessment Rubric	0	2	Refer to Sentence Structure and Word Choice/Grammar Usage analytic traits on the rubric.
ELA.7.L.C15.2 Demonstrate command of the conventions of standard English capitalization,	West Virginia Writing Assessment Rubric	0	3	Refer to Mechanics analytic traits on the rubric.

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punctuation, and spelling when				
writing. Use a comma to separate				
coordinate adjectives (e.g., It was a				
fascinating, enjoyable movie but not				
He wore an old[,] green shirt).				
<ul> <li>Spell correctly</li> </ul>				
Knowledge of Language				
ELA.7.L.C16.1 Use knowledge of	7.2.5 From a prompt use the five-	0	1	NxG WV Objective encompasses multiple
language and its conventions when	step writing process to develop a			modes of communication.
writing, speaking, reading, or	focused composition that contains			
listening. Choose language that	specific, relevant details and vivid			
expresses ideas precisely and	and precise words.			
concisely, recognizing and	,			
eliminating wordiness and				
redundancy.				
Vocabulary Acquisition and Use				
ELA.7.L.C17.1 Determine or clarify	7.1.1 Compare/contrast connotation	0	1	NxG WV Objective extends determination
the meaning of unknown and	and denotation to understand and			of meaning of words and phrases using
multiple-meaning words and	enhance meaning of words,			various methods of analysis.
phrases based on <i>grade 7 reading</i>	sentences and uncomplicated			
and content, choosing flexibly from	passages.			
a range of strategies. Use context	Factoria			
(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. Use common, grade-				
appropriate Greek or Latin affixes				
and roots as clues to the meaning				
of a word (e.g., belligerent,				
bellicose, rebel). 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.				
Verify the preliminary determination				
of the meaning of a word or phrase				
(e.g., by checking the inferred				
(e.g., by checking the interred				

meaning in context or in a				
dictionary).  ELA.7.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ). 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. 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).	7.1.2 Use Greek and Latin roots, prefixes and suffixes to determine the meaning of words, understand words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.	0	1	NxG WV Objective extends determination of meaning of words and phrases using various methods of analysis.
ELA.7.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of	7.2.5 From a prompt use the five- step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.	0	1	NxG WV Objective facilitates a deeper understand of word choice, relationships, and meaning.

words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).				
ELA.7.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	7.1.8 Examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text.	0	1	NxG WV Objective is a more holistic approach to language understanding.
ELA.7.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	7.2.3 Use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations).	0	1	NxG WV Objective is a more holistic approach to language understanding.
ELA.7.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7.1.1 Compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and uncomplicated	0	1	NxG WV Objective is a more holistic approach to language understanding.

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Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of	passages.			
words with similar denotations (definitions) (e.g., <i>refined</i> ,				
respectful, polite, diplomatic, condescending).				
ELA.7.L.C17.3 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.1.2 Use Greek and Latin roots, prefixes and suffixes to determine the meaning of words, understand words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.	0	1	NxG WV Objective allows for multiple modes of vocabulary acquisition.



# **Eighth Grade**

### How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment			
	Reading						
Key Ideas and Details							
ELA.8.R.C1.1 Cite the textual	RLA.O.8.1.13 Use examples and	0	3	Both the NxG WV Objective and the 21C			
evidence that most strongly	details in practical texts to make			WV Objective pull details from the text to			
supports an analysis of what the	inferences and logical predications			support analysis.			
literary text says explicitly as well as	about outcomes of procedures in						
inferences drawn from the text.	such texts.						
ELA.8.R.C1.2 Determine a theme or central idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RLA.O.8.1.06 Determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose: theme, character, setting, internal conflict, rising and falling action, point of view, antagonist, protagonist, hero.	0	1	The NxG WV Objective focuses in depth on theme as it relates to character, setting, and plot. The 21C WV Objective is a broad summary of literary elements.			
ELA.8.R.C1.2 Determine a theme or central idea of a literary text and analyze its development over the	RLA.O.8.1.07 Analyze and draw parallels between common themes across a variety of literature and	0	1	The NxG WV Objective is more focused on the development of theme over the course of the text as opposed to			

course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	information text (e.g., friendship, honesty, loyalty, survival).			comparing theme in multiple texts as is done within the 21C WV Objective.
ELA.8.R.C1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RLA.O.8.1.06 Determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose: theme, character, setting, internal conflict, rising and falling action, point of view, antagonist, protagonist, hero.	0	1	The NxG WV Objective extends student learning opportunity beyond determination and interpretation by analyzing a specific literary element.
ELA.8.R.C1.4 Cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.	RLA.O.8.1.09 Summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).	0	2	The NxG WV Objective requires citing specific textual evidence to support an analysis whereas 21C WV Objective asks for a summary. Both address explicit and implied information.
ELA.8.R.C1.5 Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RLA.O.8.1.09 Summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).	0	3	The NxG WV Objective identifies a central idea, analyzes and summarizes its development, which was also accomplished in the 21C WV Objective.
ELA.8.R.C1.6 Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RLA.O.8.1.08 Recognize connections among ideas in literary and informational text (e.g. text to self, text-to-text, text to world connection) and recognize that global awareness promotes	0	3	The NxG WV Objective moves the 21C WV Objective to the higher level DOK through analysis of as opposed to recognition of connections.

	understanding, tolerance, and			
	acceptance of ethnic, cultural,			
	religious and personal differences.			
Craft and Structure				
ELA.8.R.C2.1 Determine the	RLA.O.8.1.01 Compare/contrast	0	2	
meaning of words and phrases as	connotation and denotation in			The NxG WV Objective is at a higher level
they are used in a literary text,	complex passages to understand			DOK using analysis and impact on tone,
including figurative and connotative	and enhance meaning of words,			allusions, meaning, analogies and text
meanings; analyze the impact of	sentences and shorter passages.			whereas the 21C WV Objective focuses
specific word choices on meaning				on comparing and contrasting connotation
and tone, including analogies or				and denotation to enhance meaning.
allusions to other texts.				
ELA.8.R.C2.1 Determine the	RLA.O.8.1.10 Evaluate the effect of	0	1	The NxG WV Objective addresses both
meaning of words and phrases as	figurative language in text.			figurative and connotative language
they are used in a literary text,				effects on specific aspects of text whereas
including figurative and connotative				the 21C WV Objective only evaluates the
meanings; analyze the impact of				effect of figurative language.
specific word choices on meaning				
and tone, including analogies or				
allusions to other texts.				
ELA.8.R.C2.2 Compare and	RLA.O.8.1.14 Critique the	0	1	The NxG WV Objective compares and
contrast the structure of two or more	usefulness of the form and content of			contrasts the structure of two or more
literary texts and analyze how the	practical texts and judge the			texts and analyzes how the differences
differing structure of each text	importance of certain steps and procedures in such texts.			affect the texts. The 21C WV Objective
contributes to its meaning and style.	procedures in Such texts.			asks students to critique the structure of one text and judge steps and procedures
				in one text.
ELA.8.R.C2.3 Analyze how	RLA.O.8.1.12 Identify literary	0	1	The NxG WV Objective analyzes how
differences in the points of view of	technique used to interpret literature:	U	'	differing points of view create suspense
the characters and the audience or	irony, satire, persuasive language,			and humor. The 21C WV Objective simply
reader (e.g., created through the	analogies.			asks students to identify situations where
use of dramatic irony) create such	analogics.			the audience and characters have a
effects as suspense or humor in a				different point of view (e.g. dramatic
literary text.				irony).
ELA.8.R.C2.4 Determine the	RLA.O.8.1.01 Compare/contrast	0	1	The NxG WV Objective is at a higher level
meaning of words and phrases as	connotation and denotation in	-		DOK using analysis and impact on tone,
they are used in an informational	complex passages to understand			allusions, meaning, analogies and text
text, including figurative,	and enhance meaning of words,			whereas the 21C WV Objective focuses
connotative, and technical	sentences and shorter passages.			on comparing and contrasting connotation
meanings; analyze the impact of				and denotation to enhance meaning.

			,	
specific word choices on meaning				
and tone, including analogies or				
allusions to other texts.				
ELA.8.R.C2.4 Determine the	RLA.O.8.1.10 Evaluate the effect of	0	1	The NxG WV Objective addresses both
meaning of words and phrases as	figurative language in text.			figurative and connotative language
they are used in an informational				effects on specific aspects of text whereas
text, including figurative,				the 21C WV Objective only evaluates the
connotative, and technical				effect of figurative language.
meanings; analyze the impact of				
specific word choices on meaning				
and tone, including analogies or				
allusions to other texts.				
ELA.8.R.C2.5 Analyze in detail the	RLA.O.8.1.14 Critique the	0	1	The NxG WV Objective is more specific in
structure of a specific paragraph in	usefulness of the form and content of			analyzing a paragraph and the roles that
an informational text, including the	practical texts and judge the			sentences play in refining a concept
role of particular sentences in	importance of certain steps and			whereas the 21C WV Objective asks
developing and refining a key	procedures in such texts.			students to critique an entire text and look
concept.	DIA O O A OO Datawa'aa aa d		4	at the importance of procedures.
ELA.8.R.C2.6 Determine an	RLA.O.8.1.06 Determine and	0	1	The NxG WV Objective covers author's
author's point of view or purpose in	interpret the elements of literature to			point of view as well as purpose and addresses conflicting viewpoints
an informational text and analyze how the author acknowledges and	construct meaning and recognize author's purpose and/or reader's			specifically informational text. The 21C
responds to conflicting evidence or	purpose: theme, character, setting,			WV Objective focuses on literary elements
viewpoints.	internal conflict, rising and falling			and recognizing author's purpose.
viewpoiitis.	action, point of view, antagonist,			and recognizing author's purpose.
	protagonist, hero.			
Integration of Knowledge and Idea				
ELA.8.R.C3.1 Analyze the extent to	RLA.O.8.3.03 Critique oral/visual	0	1	The NxG WV Objective is specific in
which a filmed or live production of	information presented, relate	Ü	'	analyzing how a filmed or live production
a story or drama stays faithful to or	personal experiences and apply the			relates to a text or script whereas the 21C
departs from the text or script,	information to global situations.			WV Objective simply asks students to
evaluating the choices made by the	gravan annaman			critique visual information presented.
director or actors.				' '
ELA.8.R.C3.2 (Not applicable to				
literature).				
ELA.8.R.C3.3 Analyze how a	RLA.O.8.1.04 analyze the defining	0	1	The NxG WV Objective encourages
modern work of fiction draws on	characteristics, build background			higher order thinking by analyzing how
themes, patterns of events, or	knowledge and apply reading skills			modern fiction draws on a variety of past
character types from myths,	to understand a variety of literary			genres whereas the 21C WV Objective
traditional stories, or religious works	passages and genres by West			analyzes the defining characteristics of a

and as the Dible includion	Mineriale metional and international			Lundint of names
such as the Bible, including	Virginia, national and international			variety of genres.
describing how the material is	authors: fiction, nonfiction, myths,			
rendered new.	fantasies, biographies,			
	autobiographies, science fiction, tall			
51 A O D OO A 5	tales, supernatural tales.			TI NOMOVOLI CI LI CILI
ELA.8.R.C3.4 Evaluate the	21C.O.9-12.1.LS.2 Student analyzes	-1	2	The NxG WV Objective evaluates the
advantages and disadvantages of	and interprets visuals and			impact of a variety of mediums for
using different mediums (e.g., print	recognizes the impact digital <i>media</i>			presentation. While this concept was not addressed in a 21C content objective, it is
or digital text, video, multimedia) to	influences (e.g. design, technique, and rate of speed) have on			found in a 21C LS Objective; however, the
present a particular topic or idea.	and rate of speed) have on audiences. The student's visual			focus is specifically on digital media.
	products reflect a sophisticated			locus is specifically off digital media.
	understanding of subject, digital			
	media and design techniques.			
ELA.8.R.C3.5 Delineate and	RLA.O.8.2.07 Independently resolve	0	2	The NxG WV Objective is more specific to
evaluate the argument and specific	information conflicts and validate	U	2	evaluating arguments and claims whereas
claims in an informational text.	information through assessing,			the 21C WV Objective is focused on
assessing whether the reasoning is	researching and comparing data.			evaluating information in general.
sound and the evidence is relevant	researching and companing data.			evaluating information in general.
and sufficient; recognize when				
irrelevant evidence is introduced.				
ELA.8.R.C3.6 Analyze a case in	RLA.O.8.2.07 Independently resolve	0	2	The NxG WV Objective allows for analysis
which two or more informational	information conflicts and validate	Ü	_	of conflicting information between texts
texts provide conflicting information	information through assessing,			whereas the 21C WV Objective is focused
on the same topic and identify	researching and comparing data			on resolving conflicting information but
where the texts disagree on matters	l recease mig and companing data			does not specify between texts.
of fact or interpretation.				account opening between texter
Range of Reading and Level of Tex	t Complexity			
ELA.8.R.C4.1 By the end of the	RLA.O.8.1.15 Increase amount of	0	1	The NxG WV Objective requires reading a
year, read and comprehend	independent reading and select			variety of texts at a higher complexity
literature, including stories, dramas,	appropriate graphic organizers (e.g.,			band whereas the 21C WV Objective
and poems, at the high end of	diagrams, flow charts, story maps,			simply increases the amount of
grades 6–8 text complexity band	outlines, concept maps, tables,			independent reading overall.
independently and proficiently.	reading guides) to analyze			
	relationships among more complex			
	ideas generated while reading.			
ELA.8.R.C4.2 By the end of the	RLA.O.8.1.15 Increase amount of	0	1	The NxG WV Objective requires reading a
year, read and comprehend literary	independent reading and select			variety of texts at a higher complexity
nonfiction and other informational	appropriate graphic organizers (e.g.,			band whereas the 21C WV Objective
text at the high end of the grades 6-	diagrams, flow charts, story maps,			simply increases the amount of

8 text complexity band independently and proficiently.	outlines, concept maps, tables, reading guides) to analyze relationships among more complex ideas generated while reading.			independent reading overall.
	Writing			
Text Types and Purposes				
ELA.8.W.C9.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.	RLA.O.8.2.04 Use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice.	0	1	The NxG WV Objective is focused on using the writing process to create arguments with supporting claims and relevant evidence.
ELA.8.W.C9.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	RLA.O.8.2.06 Recognize and write a simple thesis statement.	0	1	The NxG WV Objective requires the use of a thesis statement in order to write an argument that is clear.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.  ELA.8.W.C9.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument	RLA.O.8.2.07 Independently resolve information conflicts and validate information through assessing, researching and comparing data.	0	1	The NxG WV Objective requires writing an argument and using standard English to support claims while establishing a formal style. The 21C WV Objective is focused on resolving information conflicts in already written claims.
presented.  ELA.8.W.C9.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include	RLA.O.8.2.04 Use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that	0	1	The NxG WV Objective is focused on using the writing process to create informative/explanatory texts with a clear topic, well-chosen examples, cohesion, and precise language to maintain a formal style.

	T	1	1	
formatting (e.g., headings), graphics	written communication is affected by			
(e.g., charts, tables), and	choices writers make in language,			
multimedia when useful to aiding	tone and voice.			
comprehension. Develop the topic				
with relevant, well-chosen facts,				
definitions, concrete details,				
quotations, or other information and				
examples. Use appropriate and				
varied transitions to create cohesion				
and clarify the relationships among				
ideas and concepts. Use precise				
language and domain-specific				
vocabulary to inform about or				
explain the topic. Establish and				
maintain a formal style. Provide a				
concluding statement or section that				
follows from and supports the				
information or explanation				
presented.				
ELA.8.W.C9.2 Write	RLA.O.8.2.06 Recognize and write a	0	1	The NxG WV Objective requires the use
informative/explanatory texts to	simple thesis statement.			of a thesis statement in order to write
examine a topic and convey ideas,				informative and explanatory texts that are
concepts, and information through				organized and coherent.
the selection, organization, and				
analysis of relevant content.				
Introduce a topic clearly, previewing				
what is to follow; organize ideas,				
concepts, and information into				
broader categories; include				
formatting (e.g., headings), graphics				
(e.g., charts, tables), and				
multimedia when useful to aiding				
comprehension. Develop the topic				
with relevant, well-chosen facts,				
definitions, concrete details,				
quotations, or other information and				
examples. Use appropriate and				
varied transitions to create cohesion				
and clarify the relationships among				
ideas and concepts. Use precise		l	1	

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language and domain-specific				
vocabulary to inform about or				
explain the topic. Establish and				
maintain a formal style. Provide a				
concluding statement or section that				
follows from and supports the				
information or explanation				
presented.				
ELA.8.W.C9.3 Write narratives to	RLA.O.8.2.03 Use pre-writing,	0	1	The NxG WV Objective is focused on
develop real or imagined	editing and revision techniques (e.g.,			using the writing process to create a
experiences or events using	read, draft aloud, peer feedback or a			narrative that is well structured and uses
effective technique, relevant	provided rubric) to vary sentence			descriptive details.
descriptive details, and well-	length, change sentence order,			'
structured event sequences.	eliminate organizational errors, and			
Engage and orient the reader by	use vivid and concise words to			
establishing a context and point of	create a personal style or voice while			
view and introducing a narrator	clarifying and enhancing the central			
and/or characters; organize an	idea.			
event sequence that unfolds				
naturally and logically. Use				
narrative techniques, such as				
dialogue, pacing, description, and				
reflection, to develop experiences,				
events, and/or characters. 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. Use precise words and				
phrases, relevant descriptive				
details, and sensory language to				
capture the action and convey				
experiences and events. Provide a				
conclusion that follows from and				
reflects on the narrated experiences				
or events.				
ELA.8.W.C9.3 Write narratives to	RLA.O.8.2.02 Analyze how	0	1	The NxG WV Objective uses figurative
develop real or imagined	analogies, illustrations, examples,	3	•	language and sensory details in the
experiences or events using	and anecdotes are used to enhance			composition of a narrative. The 21C WV
experiences of events using	and anotables are asea to enhance			composition of a narrative. The 210 VVV

effective technique, relevant	oral and written communication (e.g.,			Objective requires analysis of figurative
descriptive details, and well-	letters, poems, brief reports,			language and how it enhances written
structured event sequences.	descriptions, extended texts,			communication but does not specify
Engage and orient the reader by	illustrations).			narrative writing or the development of
	illustrations).			
establishing a context and point of				narrative writing.
view and introducing a narrator				
and/or characters; organize an				
event sequence that unfolds				
naturally and logically. Use				
narrative techniques, such as				
dialogue, pacing, description, and				
reflection, to develop experiences,				
events, and/or characters. 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. Use precise words and				
phrases, relevant descriptive				
details, and sensory language to				
capture the action and convey				
experiences and events. Provide a				
conclusion that follows from and				
reflects on the narrated experiences				
or events.				
Production and Distribution of Writ				
ELA.8.W.C10.1 Produce clear and	RLA.O.8.3.07 Plan, create, organize,	0	2	The NxG WV Objective allows a broader
coherent writing in which the	and present an age-appropriate			opportunity to produce and publish writing
development, organization, and	media product that demonstrates			whereas 21C WV Objective specifies a
style are appropriate to task,	format, purpose, and audience.			media presentation.
purpose, and audience. (Grade-				
specific expectations for writing				
types are defined in objectives 1–3				
above).				
ELA.8.W.C10.2 With some	RLA.O.8.2.04 Use the five-step	0	1	The NxG WV Objective has a very
guidance and support from peers	writing process (pre-writing, drafting,			specific focus whereas the 21C WV
and adults, develop and strengthen	revising, editing, publishing) to			Objective tries to encompass a multitude
writing as needed by planning,	develop a creative or reflective			of tasks within one objective.
revising, editing, rewriting, or trying	composition (e.g., reflect on an			

a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the Language objectives 1-3 up to and including grade 8.)	experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice.			
ELA.8.W.C10.3 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	RLA.O.8.2.08 Conduct research by gathering, evaluating, and synthesizing data from a variety of sources: Internet, databases for periodicals/newspapers, interviews, reference books, card catalogue, miscellaneous resource materials.	0	1	Both The NxG WV Objective and The 21C WV Objective require use of technology, specifically naming the Internet to produce and publish writing. The NxG WV Objective requires the production and publication of writing based on research and collaboration. The 21C WV Objective is focused on the research aspect alone.
ELA.8.W.C10.3 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	RLA.O.8.2.09 Select and use a variety of resource materials to plan, develop, and deliver a research project (5 pages) with documented sources, using multiple computergenerated graphic aids.	0	2	Both The NxG WV Objective and The 21C WV Objective focus on research and production of writing using technology; however, The NxG WV Objective goes a step further by requiring publishing and collaboration during the process.
Research to Build and Present Kno	wledge			
ELA.8.W.C11.1 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	RLA.O.8.2.09 Select and use a variety of resource materials to plan, develop, and deliver a research project (5 pages) with documented sources, using multiple computergenerated graphic aids.	0	2	Both The NxG WV Objective and The 21C WV Objective require conducting a research project using technology. The NxG WV Objective takes the next step and requires generating additional questions, collaborating, and possibly using a self-generated question.
ELA.8.W.C11.1 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	RLA.O.8.2.08 conduct research by gathering, evaluating, and synthesizing data from a variety of sources: Internet, databases for periodicals/newspapers, interviews, reference books, card catalogue, miscellaneous resource materials.	0	1	The NxG WV Objective requires conducting an entire research project using questioning, technology, and collaboration. The 21C WV Objective only focuses on the research and using technology to gather data.
ELA.8.W.C11.2 Gather relevant	RLA.O.8.2.07 Independently resolve	0	1	Both The NxG WV Objective and The 21C

information from multiple print and digital sources, using search terms	information conflicts and validate information through assessing,			WV Objective require the evaluation of information and sources. The NxG WV
effectively; assess the credibility	researching and comparing data.			Objective requires a broader use of
and accuracy of each source; and	l second simily amount of the second similar amount of the second simil			technology, effective use of search terms,
quote or paraphrase the data and				the gathering of information, and it
conclusions of others while avoiding				specifically states to avoid plagiarism
plagiarism and following a standard				through citation of quotes and
format for citation.				paraphrased data.
ELA.8.W.C11.2 Gather relevant	RLA.O.8.2.08 Conduct research by	0	2	Both The NxG WV Objective and The 21C
information from multiple print and	gathering, evaluating, and			WV Objective are focused on gathering
digital sources, using search terms	synthesizing data from a variety of			information from a variety of sources. The
effectively; assess the credibility	sources: Internet, databases for			NxG WV Objective incorporates
and accuracy of each source; and	periodicals/newspapers, interviews,			assessing credibility of sources and
quote or paraphrase the data and	reference books, card catalogue,			avoiding plagiarism.
conclusions of others while avoiding	miscellaneous resource materials.			
plagiarism and following a standard				
format for citation.				
ELA.8.W.C11.2 Gather relevant	RLA.O.8.3.06 Properly use private	0	1	The NxG WV Objective requires that a
information from multiple print and	and public information.			student gather and assess data from
digital sources, using search terms				multiple sources as well as avoid
effectively; assess the credibility				plagiarism while quoting or paraphrasing.
and accuracy of each source; and				The 21C WV Objective implies avoiding
quote or paraphrase the data and				plagiarism through proper use of
conclusions of others while avoiding				information; however, it is not explicitly
plagiarism and following a standard format for citation.				stated.
ELA.8.W.C11.3 Draw evidence from	RLA.O.8.2.07 Independently resolve	0	1	The NxG WV Objective is more advanced
literary or informational texts to	information conflicts and validate	U	'	by asking students to use of information
support analysis, reflection, and	information through assessing,			because it is applied to evaluating
research. Apply <i>grade 8 Reading</i>	researching and comparing data.			arguments and using assessment to
objectives to literature (e.g.,	rocoaroning and companing data.			reason if claims are valid. The NxG WV
"Analyze how a modern work of				Objective also requires that the student
fiction draws on themes, patterns of				draw evidence from texts to support
events, or character types from				analysis, reflection, and research.
myths, traditional stories, or				, , , , , , , , , , , , , , , , , , , ,
religious works such as the Bible,				
including describing how the				
material is rendered new"). Apply				
grade 8 Reading objectives to				
literary nonfiction and other				

informational texts (e.g., "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").  ELA.8.W.C11.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading objectives to literature (e.g., "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"). Apply grade 8 Reading objectives to literary nonfiction and other informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing	RLA.O.8.1.06 Determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose: theme, character, setting, internal conflict, rising and falling action, point of view, antagonist, protagonist, hero.	0	1	The NxG WV Objective uses elements of literature to draw evidence from literary texts to support analysis, research, and reflection. The 21C WV Objective uses the elements of literature but only for constructing meaning and recognizing author's purpose. The NxG WV Objective has a greater DOK and incorporates informational texts.
whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant				
evidence is introduced").				
Range of Writing	DIAO 9 2 05 From a prompt use the	0	1	The NyG W// Objective provides for a
ELA.K.W.C12.1 Write routinely over extended time frames (time for	RLA.O.8.2.05 From a prompt use the five-step writing process to develop a	U	1	The NxG WV Objective provides for a broader range of writing opportunities.
research, reflection, and revision)	focused composition that contains			broader range or writing opportunities.
and shorter time frames (a single	specific, relevant details, and vivid,			
sitting or a day or two) for a range of	precise words.			
discipline-specific tasks, purposes,	F. 55.5551451			
and audiences.				
Speaking & Listening				
Comprehension and Collaboration				
ELA.8.SL.C13.1 Engage effectively	RLA.O.8.3.01 Model effective oral	0	1	The NxG WV Objective focuses on a
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in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of compositions, reports. Scripts.			broader range of communicative purposes. The 21C WV Objective is narrow in that it relates only speaking through presentation. The NxG WV Objective requires collaboration and researched discussion that allows for posing question, acknowledging alternative viewpoints, and following a set of specific rules for discussion.
ELA.8.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. 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	RLA.O.8.3.05 Perform a variety of roles in group discussions:	0	1	The NxG WV Objective focuses on collaboration and using rules for group discussion as well as research, qualification of viewpoints, and questioning. The 21C WV Objective focuses on collaboration and discussion but does not specify functions of discussion or relate any aspect of research.

reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others,
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and ideas. Acknowledge new information expressed by others,
information expressed by others,
and, when warranted, qualify or
justify their own views in light of the
evidence presented.
ELA.8.SL.C13.2 Analyze the RLA.O.8.3.02 Present an oral report 0 1 The NxG WV Objective requires analysis
purpose of information presented in with computer-generated graphic of tools and information presented during
diverse media and formats (e.g., aids (e.g., tables, graphs, diagrams an oral presentation. It also requires that
visually, quantitatively, orally) and or charts). motives be evaluated. The NxG WV
evaluate the motives (e.g., social,  Objective is technologically involved using
commercial, political) behind its  diverse media formats rather than simple
presentation.  visual aids. The 21 <sup>st</sup> CSO is focused on
presentation and use of graphic aids.  ELA.8.SL.C13.2 Analyze the RLA.O.8.3.04 Listen in order to 0 2 Both the NxG WV Objective and the 21C
purpose of information presented in analyze and critique information WV Objective analyze in order to evaluate
diverse media and formats (e.g., received in spoken texts (e.g., of a visually, quantitatively, orally) and quest speaker, informational video.
evaluate the motives (e.g., social, televised interview or radio news Objective, however, goes a step further by
commercial, political) behind its program). asking students to evaluate motives behind a presentation.
ELA.8.SL.C13.3 Delineate a RLA.O.8.3.04 Listen in order to 0 1 The NxG WV Objective is more specific in
speaker's argument and specific analyze and critique information the type of presentation being analyzed.
claims, evaluating the soundness of received in spoken texts (e.g., of a The NxG WV Objective delineates an
the reasoning and relevance and guest speaker, informational video, argument and evaluates information and
sufficiency of the evidence and televised interview or radio news relevancy. The 21C WV Objective is
identifying when irrelevant evidence program).
is introduced.
Presentation of Knowledge and Ideas
ELA.8.SL.C14.1 Present claims and RLA.O.8.3.01 Model effective oral 0 1 The NxG WV Objective requires more
findings, emphasizing salient points   communication skills (e.g., tone,   research in the presentation because

in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  ELA.8.SL.C14.2 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	volume, rate, audience, etiquette, standard English) through the presentation of compositions, reports, scripts.  RLA.O.8.3.02 Present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).	0	1	students must present claims, provide valid evidence, use reasoning, and apply well-chosen details. Both The NxG WV Objective and The 21C WV Objective address appropriate communication skills such as volume, tone, etiquette, etc.  The NxG WV Objective goes beyond using just visuals to strengthen claims, add interest, and clarify information. The NxG WV Objective also takes use of technology to the next step by incorporating multimedia.
ELA.8.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language objectives 1 and 3 for specific expectations.)	RLA.O.8.3.01 Model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of compositions, reports, scripts.	0	1	The NxG WV Objective goes beyond modeling effective oral communication skills and standard English by adapting a speech to a variety of contexts and tasks.
	Languag	е		
Conventions of Standard English				
ELA.8.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.	RLA.O.8.2.03 Use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length, change sentence order, eliminate organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea.	0	1	The 21C WV Objective is more general and does not specifically address verbals. The NxG WV Objective is specific in how to use verbs and verbals through standard English to create voice and mood. The only link would be using standard grammar in writing to create voice and style.
ELA.8.L.C15.2 Demonstrate command of the conventions of standard English capitalization,	RLA.O.8.2.04 Use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to	0	1	The 21C WV Objective aligns weakly to the NxG WV Objective because it only addresses pre-writing, drafting, revising,

punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.	develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice.			and editing, which implies a connection to using standard English and general conventions. It does not specifically state the use of any ellipsis or punctuation indicating pause, which is the heart of the NxG WV Objective at this grade level.
Knowledge of Language				
ELA.8.L.C16.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	RLA.O.8.2.03 Use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length, change sentence order, eliminate organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea.	0	1	The 21C WV Objective uses knowledge of language and conventions to achieve particular effects. The NxG WV Objective has more advanced "effects" to achieve, but the overall purpose of both is to create varied effects through use of standard English. Therefore, the intent is similar. The NxG WV Objective also addresses speaking, listening, and reading. The 21C WV Objective is specific to writing.
Vocabulary Acquisition and Use				
ELA.8.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,	RLA.O.8.1.02 Use knowledge of Greek and Latin roots, prefixes and suffixes to determine the meaning of words, spell words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.	0	2	The NxG WV Objective and the 21C WV Objectives are both specific to context clue usage. Both reference Greek and Latin roots and affixes. The NxG WV Objective takes it to the next level by incorporating research and verification of word meaning. The current CSOs imply research through word etymology, but it is not explicitly stated.

to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  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).  ELA.8.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 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. 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).	RLA.O.8.1.03 Use etymology, context clues, affixes, synonyms or antonyms to increase grade appropriate vocabulary.	0	2	The NxG WV Objective CSO is more specific in what types of context clues and how context clues will be used. The NxG WV Objective implies etymology through research and specifically states that grade appropriate texts and vocabulary will be used. The 21C WV Objective is vague in the use of vocabulary terms and does not specify applications. Both do address context clues, affixes, and grade appropriate texts.
ELA.8.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use	RLA.O.8.1.10 Evaluate the effect of figurative language in text.	0	1	The 21C WV Objective addresses figurative language, which is only one aspect of The NxG WV Objective. The only connection is through the evaluation or understanding of figurative language in a text. The NxG WV Objective specifies

the relationship between particular words to understand each of the words better. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  ELA.8.L.C.17.2 Demonstrate understand each of the words better. Distinguish among the relationship between particular words to understand each of the words better. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  ELA.8.L.C.17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., willful, firm, persistent, resolute).  ELA.8.L.C.17.2 Demonstrate understanding of figurative language, word with similar denotations (associations) of words with		,			T
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the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  RLA.O.8.1.12 Identify literary technique used to interpret literature: irony, statire, persuasive language, and unances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to understand each of the words better. Distinguish among the connotations (associations) of words with similar denotations (associations) of words with similar denotations (associations) of words better. Distinguish among the conductations (associations) of words with similar denotations (associations) of words with similar denotati					
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the relationship between particular words to understand each of the words better. Distinguish among the connotations (associations) of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute).  ELA.B.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to understand each of the words better. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  ELA.B.L.C17.2 Demonstrate understanding of figurative analogies, illustrations, examples, analogies, illustrations, examples, and anecdotes are used to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations).  Illustrations, examples, and understand the literary techniques, but also they need to apply this analysis in their own work to create examples of figurative language. In essence, creating functional examples of figurative language and being able to explain them is more in depth than identifying and explaining someone else's examples.  ELA.B.L.C17.3 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when	Interpret figures of speech (e.g.				demonstration, which means usage not
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Considering a word of prilabet of the constant	considering a word or phrase				applies the vocabulary to overall
important to comprehension or comprehension and expression as					

expression.		opposed only using words to increase vocabulary without understanding how the
		word is important to a passage or to
		overall comprehension.



## Ninth Grade

### How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade $ riangle$	Alignment	Comment
	Reading	9		
Key Ideas and Details				
ELA.9.R.C1.1 Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.	RLA.O.9.1.6 Formulate supportable predictions, generalizations, opinions, inferences and conclusions based upon text.	0	2	The NxG contains more specificity.
ELA.9.R.C1.2 Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.	RLA.0.9.1.08 Recognize the relationships of the literary elements (e.g., setting, plot, narrative perspective, point of view, theme, conflict, characterization, voice, tone, structures) within specific genres.	0	2	The NxG requires analysis and a summary of text.
ELA.9.R.C1.3 Analyze how complex characters (e.g., those with multiple	RLA.0.9.1.08 Recognize the relationships of the literary elements	0	2	The NxG requires the student to analyze, as well as recognize, character

or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.	(e.g., setting, plot, narrative perspective, point of view, theme, conflict, characterization, voice, tone, structures) within specific genres.			relationships.
ELA.9.R.C1.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.	RLA.0.9.1.05 Locate and analyze the author's use of specific information in text (e.g., author's purpose/perspective, main and supporting details, specific facts, statistics, definition).	0	3	Both standards require higher-level thinking.
ELA.9.R.C1.5 Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the informational text.	RLA.O.9.1.6: Formulate supportable predictions, generalizations, opinions, inferences and conclusions based upon text	0	1	The NxG has multiple levels of analysis required of the student.
ELA.9.R.C1.6 Analyze how the author unfolds an analysis or series of ideas or events in informational texts, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RLA.0.9.1.05 Locate and analyze the author's use of specific information in text (e.g., author's purpose/perspective, main and supporting details, specific facts, statistics, definition).	0	2	The NxG asks the student to show connections among literary devices.
Craft and Structure				
ELA.9.R.C2.1 Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RLA.0.9.1.10 Extend vocabulary by developing and using new terms through various literary and informational texts through various strategies: context clues, affixes, prefixes, multiple meanings, origin, history, evolution.	0		The NxG requires the higher -level cognitive skill of analysis
ELA.9.R.C2.2 Analyze how an author's choices concerning how to	RLA.0.9.1.09 Recognize and examine the purpose of	0	2	The NxG takes the student from recognizing to analyzing author's choices

atructure a literary toyt ander ayente	organizational nattorna (o.g.			to create effect.
structure a literary text, order events	organizational patterns (e.g.			to create effect.
within it (e.g., parallel plots), and	problem-solution, cause-and-effect,			
manipulate time (e.g., pacing,	textual features including table of			
flashbacks) create such effects as	contents, headings, sidebars,			
mystery, tension, or surprise.	marginal notes, graphical			
	representations such as tables,			
	timelines, captions, maps,			
	photographs) and ideas in			
	informational and literary texts.			
ELA.9.R.C2.3 Analyze a particular	RLA.0.9.1.02 Examine the social,	0	3	Both objectives are strong.
point of view or cultural experience	historical, cultural and biographical			
reflected in a work of literature from	influences on literary and			
outside the United States, drawing	informational texts.			
on a wide reading of world				
literature.				
ELA.9.R.C2.4 Determine the	RLA.0.9.1.10 Extend vocabulary by	0	2	The NxG is provides for understanding the
meaning of words and phrases as	developing and using new terms			author's application of vocabulary usage.
they are used in a informational	through various literary and			, ,
text, including figurative,	informational texts through various			
connotative, and technical	strategies: context clues, affixes,			
meanings; analyze the cumulative	prefixes, multiple meanings, origin,			
impact of specific word choices on	history, evolution.			
meaning and tone (e.g., how the	Thotory, ovoidation.			
language of a court opinion differs				
from that of a newspaper).				
ELA.9.R.C2.5 Analyze in detail how	RLA.0.9.1.05 Locate and analyze the	0	3	Both standards require analysis of
an author's ideas or claims are	author's use of specific information in	Ū	O	author's claims.
developed and refined by particular	text (e.g., author's			dution 3 diamis.
sentences, paragraphs, or larger	purpose/perspective, main and			
portions of an informational text	supporting details, specific facts,			
(e.g., a section or chapter).	statistics, definition).			
ELA.9.R.C2.6 Determine an	RLA.0.9.1.08 Recognize the	0	3	Both standards require comparable
author's point of view or purpose in	relationships of the literary elements	U	3	student skills.
an informational text and analyze	(e.g., setting, plot, narrative			Student skills.
how an author uses rhetoric to	perspective, point of view, theme,			
advance that point of view or	conflict, characterization, voice, tone,			
purpose.	structures) within specific genres			
Integration of Knowledge and Ideas				
ELA. 9.R.C3.1 Analyze the	RLA.0.10.1.02 Compare and	-1	3	The NxG requires a higher grade-level
representation of a literary text of a	contrast literary styles according to	- 1	3	21C WV skill.
representation of a literary text of a	contrast literary styles according to			LIU VV V SKIII.

subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).  ELA.9.R.C3.2 (Not applicable to	genre.			
literature)  ELA.9.R.C3.3 Analyze how an author draws on and transforms source material in a specific literary 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).	RLA.0.9.1.05 Locate and analyze the author's use of specific information in text (e.g., author's purpose/perspective, main and supporting details, specific facts, statistics, definition).	0	3	Both standards address author's choice of source materials.
ELA.9.R.C3.4 Analyze various accounts of a subject told in different mediums of informational texts (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	RLA.0.10.1.02 Compare and contrast literary styles according to genre.	-1	3	The NxG objective is more rigorous than the 21C WV objective.
ELA.9.R.C3.5 Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RLA.0.10.2.06 Classify and prioritize different drafting strategies for specific writing tasks to frame a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.	-1	2	The NxG objective is specific to the types of skills needed to evaluate text validity.
ELA.9.R.C3.6 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	RLA.0.10.1.01 Research and analyze historical, cultural, and biographical influences on literary and informational texts.	-1	3	The NxG objective requires a higher grade-level 21C WV skill.

Range of Reading and Level of Tex	Range of Reading and Level of Text Complexity				
ELA.9.R.C4.1 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  ELA.9.R.C4.2 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high	RLA.0.9.1.03 Increase the amount of independent reading with emphasis on fiction and nonfiction.  RLA.0.9.1.03 Increase the amount of independent reading with emphasis on fiction and nonfiction.	0	3	The NxG provides for a level of expertise, as well as scaffolding.  The NxG provides for a level of expertise, as well as scaffolding.	
end of the range.	Writing				
Text Types and Purposes	writing				
ELA.9.W.C9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and evidence, and between claim(s) and	RLA.O.9.2.07 Examine and prioritize different drafting strategies for specific writing tasks to structure a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.	0	2	The NxG provides more extensive direction on application of objective.	

counterclaims. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.9.W.C9.2. Write	RLA.O.9.2.01 Compose narrative,	0	3	The NxG provides more extensive
informative/explanatory texts to	informative, descriptive, persuasive			direction on application of objective.
examine and convey complex	writing from a prompt using the five-			
ideas, concepts, and information	step writing process (pre-writing,			
clearly and accurately through the	drafting, revising, editing,			
effective selection, organization,	publishing).			
and analysis of content. Introduce				
a topic; organize complex ideas,				
concepts, and information to make				
important connections and				
distinctions; include formatting (e.g.,				
headings), graphics (e.g., figures,				
tables), and multimedia when useful				
to aiding comprehension. 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.				
Use appropriate and varied				
transitions to link the major sections				
of the text, create cohesion, and				
clarify the relationships among				
complex ideas and concepts. Use				
precise language and domain-				
specific vocabulary to manage the				
complexity of the topic. Establish				
and maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				

section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  ELA.9.W.C9.3 Write narratives to develop read or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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 a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, or events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			T	1	
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step writing process (pre-writing, drafting, revising, editing, sudwell-structured event sequences. 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 a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	develop real or imagined	informative, descriptive, persuasive			direction for application of objective.
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and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	of the experiences, events, setting,				
reflects on what is experienced, observed, or resolved over the course of the narrative.					
reflects on what is experienced, observed, or resolved over the course of the narrative.	conclusion that follows from and				
observed, or resolved over the course of the narrative.					
	course of the narrative.				
Production and Distribution of Writing	<b>Production and Distribution of Writ</b>	ting			
ELA.9.W.C10.1 Produce clear and RLA.O.10.2.01 Define topic from -1 2 The NxG requires a higher grade-level			-1	2	The NxG requires a higher grade-level
coherent writing in which the assigned subject/prompt and skill in order to adapt writing for a	coherent writing in which the				
development, organization, and compose narrative, informative, particular audience.					
style are appropriate to task, descriptive and persuasive writings					

purpose, and audience. (Grade- specific expectations for writing types are defined in objectives 1–3 above.)	using the five-step writing process (pre-writing, drafting, revising, editing, publishing) for specific audiences by employing writing strategies that are modeled in various types of literature.			
ELA.9.W.C10.2 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. (Editing for conventions should demonstrate command of Language objectives 1-3 up to and including grade 9.)	RLA.O.9.2.10 Use pre-writing, editing and revision techniques to construct complete and varied sentences, eliminate organizational errors and use more precise and concise language.	0	2	The NxG adds the level of purpose and audience to the writing skill.
ELA.9.W.C10.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	RLA.O.9.2.05 Formulate a working research question and identify, organize and consider the relevance of known information from print and electronic media (e.g., Internet research, electronic databases for magazines and newspaper articles) to guide further research.	0	3	Both objectives provide for the use of technology in writing.
Research to Build and Present Kno	wledge			
ELA.9.W.C11.1 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.	RLA.O.9.2.02 develop research topics, select approaches, create, and publish (e.g., word processing and desktop publishing) a well developed paper with documented and cited sources and computergenerated graphics, following a specified format APA, MLA	0	2	The NxG does not limit student to specific forms of citation.
ELA.9.W.C11.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of	RLA.O.9.2.08 Summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism; recognize media copyright laws and	0	2	The NxG requires the higher-level skill of assessing sources for effectiveness.

			_			
each source in answering the	public/private domain.					
research question; integrate						
information into the text selectively						
to maintain the flow of ideas,						
avoiding plagiarism and following a						
standard format for citation.						
ELA.9.W.C11.3 Draw evidence from	RLA.O.9.2.04 Identify, evaluate, and	0	2	The NxG provides examples for		
literary or informational texts to	analyze a variety of informational			application.		
support analysis, reflection, and	media using primary and secondary					
research. Apply grades 9-10	sources.					
Reading objectives to literature						
(e.g., "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]"). Apply grades 9–10						
Reading objectives to literary						
nonfiction (e.g., "Delineate and						
evaluate the argument and specific						
claims in a text, assessing whether						
the reasoning is valid and the						
evidence is relevant and sufficient;						
identify false statements and						
fallacious reasoning").						
Range of Writing						
ELA.9.W.C12.1 Write routinely over	RLA.O.10.2.01 Define topic from	-1	2	The NxG stresses the continuum of		
extended time frames (time for	assigned subject/prompt and			writing for improvement.		
research, reflection, and revision)	compose narrative, informative,					
and shorter time frames (a single	descriptive and persuasive writings					
sitting or a day or two) for a range of	using the five-step writing process					
tasks, purposes, and audiences.	(pre-writing, drafting, revising,					
	editing, publishing) for specific					
	audiences by employing writing					
	strategies that are modeled in					
	various types of literature.					
	Speaking & Lis	stening				
Comprehension and Collaboration	Comprehension and Collaboration					

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. 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. 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. 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.	RLA.O.10.3.02 Formulate and	-1	2	The NxG includes the integration of
sources of information presented in	deliver grammatically correct messages, as well as evaluate and		_	sources.

visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	adapt strategies for developing credibility, such as speaking truthfully and creating clear and logical messages (e.g., supporting ideas with evidence and emotional appeals in light of purpose, audience and context).			
ELA.9.SL.C13.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	RLA.O.9.3.04 Use active listening strategies to analyze the message, formulate a response and react to	0	2	The NxG deals primarily with listening and evaluating.
Presentation of Knowledge and Ide				
ELA.9.SL.C14.1 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	RLA.O.9.3.02 Formulate and deliver grammatically correct messages, taking into consideration the purpose of the message and the speaker's and the listener's culture, knowledge, beliefs, feelings, and life experiences.	0	2	The NxG adapts presentation to the audience in both substance and style.
LA.9.SL.C14.2 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	RLA.O.3.07 Plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, and audience.	0	3	Both objectives are strong.
ELA.9.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	RLA.O.9.3.02 Formulate and deliver grammatically correct messages, taking into consideration the purpose of the message and the speaker's and the listener's culture, knowledge, beliefs, feelings, and life experiences.	0	3	Both objectives are strong.

Longuage					
Conventions of Standard English	Languaç	je			
ELA.9.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.	RLA.O.9.2.09 Create and apply transition sentences to signal progression of ideas between paragraphs as well as appropriate words and phrases to signal organizational patterns.	0	1	The NxG provides for both writing and speaking coherently.	
ELA.9.L.C15.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Spell correctly.	RLA.O.10.2.10 Select revision and editing strategies to correct errors in and improve organization, content, usage, mechanics and spelling. In the proofreading process, integrate the use of dictionary, spell check, thesaurus, style sheet or guide.	-1	2	The NxG addresses writing, while the 21C includes revision and editing.	
Knowledge of Language					
ELA.9.L.C16.1 .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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers).	RLA.O.9.3.02 Formulate and deliver grammatically correct messages, taking into consideration the purpose of the message and the speaker's and the listener's culture, knowledge, beliefs, feelings, and life experiences.	0	2	The NxG includes editing and the use of style manuals.	
Vocabulary Acquisition and Use					
ELA.9.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function	RLA.O.9.1.10 Extend vocabulary by developing and using new terms through various literary and informational texts through various strategies: context clues, affixes, prefixes, multiple meanings, origin, history, evolution.	0	2	The NxG provides for the use of print and digital sources along with meaningful examples.	

in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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. 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).				
ELA.9.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.	RLA.O.9.1.07 Explain the literary devices used to construct meaning and define the author's/reader's purpose: symbolism, imagery, simile, humor, rhythm, meter, assonance.	0	2	The NxG requires an understanding of higher-level literary devices.
ELA.9.L.C17.3 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	RLA.O.9.3.04 Use active listening strategies to analyze the message, formulate a response and react to determine purpose, make predictions, differentiate fact from opinion, construct meaning of discussion, speech, or media.	0	1	The NxG addresses skills in all four domains of reading, writing, speaking, and listening.



## **Tenth Grade**

#### How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment		
Reading						
Key Ideas and Details						
ELA.10.R.C1.1 Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text recognizing when the text leaves matters uncertain.	RLA.O.10.1.4 Apply various pre- reading skills and comprehension strategies for activating prior knowledge and asking questions during reading and post reading for: literary experience, examining textual information, performing an assigned task.	0	1	NxG WV objective is a more holistic method of reading analysis and interpretation of the text.		
ELA.10.R.C1.1 Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text recognizing when the text leaves matters uncertain.	RLA.O.10.1.6 Create supportable predictions, generalizations, opinions, inferences and conclusions based upon an analysis of textual information.	0	1	NxG WV Objective requires higher level thinking as student learning extends beyond inferring.		
ELA.10.R.C1.2 Determine two	RLA.O.10.1.5 Evaluate the author's	0	1	NxG WV Objective provides a broader		

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themes or central ideas of a literary text and analyze in detail its development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.	use of specific information in text (e.g., author's purpose/perspective, main/supporting details, specific facts, statistics, definition, figurative/nonfigurative words).			range of literary analysis and requires a deeper understanding of the text.
ELA.10.R.C1.2 Determine two themes or central ideas of a literary text and analyze in detail its development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.	RLA.O.10.1.9 Analyze the organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.	0	1	NxG WV objective provides a broader range of literary analysis and requires students to analyze and summarize their understanding.
ELA.10.R.C1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and impact the plot or develop the theme.	RLA.O.10.1.8 Interpret and explain the relationships of the literary elements (e.g., setting, plot, point of view, theme, conflict, characterization, voice, tone, mood) within specific genres.	0	2	NxG WV objective extends student learning opportunity beyond interpretation and explanation of literature using specific literary elements.
ELA.10.R.C1.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text recognizing when the text leaves matters uncertain.	RLA.O.10.1.4 Apply various pre- reading skills and comprehension strategies for activating prior knowledge and asking questions during reading and post reading for: literary experience, examining textual information, performing an assigned task.	0	1	NxG WV objective is a more holistic method of reading analysis and interpretation of the text.
ELA.10.R.C1.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text recognizing when the text leaves matters uncertain.	RLA.O.10.1.6 Create supportable predictions, generalizations, opinions, inferences and conclusions based upon an analysis of textual information.	0	1	NxG WV Objective requires higher level thinking as student learning extends beyond inferring.

ELA.10.R.C1.5 Determine two central ideas of an informational text	RLA.O.10.1.5 Evaluate the author's	0	1	NxG WV Objective provides a broader
and analyze their development over	use of specific information in text (e.g., author's purpose/perspective,			range of literary analysis and requires a deeper understanding of the text.
the course of the informational text,	main/supporting details, specific			deeper understanding of the text.
including how they emerge and are	facts, statistics, definition,			
shaped and refined by specific	figurative/nonfigurative words).			
details; provide an objective	ngaranve/normgaranve words).			
summary of the informational text.				
ELA.10.R.C1.5 Determine two	RLA.O.10.1.9 Analyze the	0	1	NxG WV objective provides a broader
central ideas of an informational text	organizational patterns (e.g.	Ü	·	range of literary analysis and requires
and analyze their development over	problem-solution, cause-and-effect,			students to analyze and summarize their
the course of the informational text,	textual features including table of			understanding.
including how they emerge and are	contents, headings, sidebars,			ag.
shaped and refined by specific	marginal notes, graphical			
details; provide an objective	representations such as tables,			
summary of the informational text.	timelines, captions, maps,			
	photographs) and ideas in			
	informational and literary texts.			
ELA.10.R.C1.6 Analyze how the	RLA.O.10.1.9 Analyze the	0	1	NxG WV objective provides a broader
author unfolds an analysis or series	organizational patterns (e.g.			range of literary analysis and requires
of complex ideas or events in	problem-solution, cause-and-effect,			students to analyze and summarize their
informational texts, including the	textual features including table of			understanding.
order in which the points are made,	contents, headings, sidebars,			
how they are developed and	marginal notes, graphical			
interact.	representations such as tables,			
	timelines, captions, maps,			
	photographs) and ideas in			
Craft and Ctureture	informational and literary texts.			
Craft and Structure ELA.10.R.C2.1 Determine the	RLA.O.10.1.5 Evaluate the author's			NyC W// Objective provides a broader
meaning of multiple-meaning words	use of specific information in text			NxG WV Objective provides a broader range of literary analysis and requires a
and phrases as they are used in a	(e.g., author's purpose/perspective,			deeper understanding of the text.
literary text, including figurative and	main/supporting details, specific			deeper understanding of the text.
connotative meanings; analyze the	facts, statistics, definition,			
cumulative impact of specific word	figurative/nonfigurative words).			
choices on meaning and tone (e.g.,	nga.auvo/normgalauvo vvolao/.			
how the language evokes a sense				
of time and place; how it sets a				
formal or informal tone).				
ELA.10.R.C2.1 Determine the	RLA.O.10.1.8 Interpret and explain			ı

managing of modified and animal and	the poletic police of the literac		I	I be a marked as a super anti-material beautiful and a superior of a Control
meaning of multiple-meaning words	the relationships of the literary			learning opportunity beyond interpretation
and phrases as they are used in a	elements (e.g., setting, plot, point of			and explanation of literature using specific
literary text, including figurative and	view, theme, conflict,			literary elements.
connotative meanings; analyze the	characterization, voice, tone, mood)			
cumulative impact of specific word	within specific genres.			
choices on meaning and tone (e.g.,				
how the language evokes a sense				
of time and place; how it sets a				
formal or informal tone).				
ELA.10.R.C2.1 Determine the	RLA.O.10.1.10 Extend vocabulary by	0	2	NxG WV objective extends determination
meaning of multiple-meaning words	developing and using new terms and			of meaning of words and phrases using
and phrases as they are used in a	phrases found in reading classical			various methods of analysis.
literary text, including figurative and	literature and informational texts			
connotative meanings; analyze the	using various strategies: context			
cumulative impact of specific word	clues, affixes, suffixes, multiple			
choices on meaning and tone (e.g.,	meanings, etymologies.			
how the language evokes a sense				
of time and place; how it sets a				
formal or informal tone).				
ELA.10.R.C2.2 Analyze how an	RLA.O.10.1.7 Interpret and explain	0	2	NxG WV objective extends student
author's choices concerning how to	the author's choice of literary devices			learning opportunity beyond interpretation
structure a literary text, order events	used to construct meaning and			and explanation of author's choice of
within it (e.g., parallel plots), and	define the author's/reader's purpose:			literary devices using specific literary
manipulate time (e.g., pacing,	symbolism, imagery, irony, satire,			elements.
flashbacks) contribute to its overall	cadence, scansion, flashback,			
structure and create such effects as	foreshadowing, Freytag's pyramid			
mystery, tension, or surprise.	(exposition, rising action, climax,			
mystery, terroren, er sarpnes.	falling action, catastrophe,			
	denouement).			
ELA.10.R.C2.2 Analyze how an	RLA.O.10.1.8 Interpret and explain	0	2	NxG WV objective extends student
author's choices concerning how to	the relationships of the literary	, in the second	_	learning opportunity beyond interpretation
structure a literary text, order events	elements (e.g., setting, plot, point of			and explanation of literature using specific
within it (e.g., parallel plots), and	view, theme, conflict,			literary elements.
manipulate time (e.g., pacing,	characterization, voice, tone, mood)			, 6.6
flashbacks) contribute to its overall	within specific genres.			
structure and create such effects as				
mystery, tension, or surprise.				
ELA.10.R.C2.3 – Analyze and	RLA.O.10.1.1. Research and	0	1	NxG WV objective requires higher level
defend a particular point of view or	analyze historical, cultural, and	0	'	thinking as student learning extends
cultural experience reflected in a	biographical influences on literary			beyond research and analysis.
cultural expelience reflected ill a	biographical initidefices on literary			Deyona rescaron ana anaiysis.

work of literature from outside the United States, drawing on a wide reading of world literature.	and informational texts.			
ELA.10.R.C2.3 – Analyze and defend a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RLA.O.10.1.8 Interpret and explain the relationships of the literary elements (e.g., setting, plot, point of view, theme, conflict, characterization, voice, tone, mood) within specific genres.	0	1	NxG WV objective extends student learning opportunity beyond interpretation and explanation of literature using specific literary elements.
ELA.10.R.C2.4 Determine the meaning of words and phrases as they are used in an informational text, including figurative and connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).	RLA.O.10.1.10 Extend vocabulary by developing and using new terms and phrases found in reading classical literature and informational texts using various strategies: context clues, affixes, suffixes, multiple meanings, etymologies.	0	2	NxG WV objective extends determination of meaning of words and phrases using various methods of analysis.
ELA.10.R.C2.4 Determine the meaning of words and phrases as they are used in an informational text, including figurative and connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).	RLA.O.10.1.11 Critique persuasive language and techniques as found in literary and informational texts and media.	0	1	The NxG WV objective extends student learning opportunity beyond a critique requiring higher order thinking skills and synthesis of information.
ELA.10.R.C2.5 – Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).	RLA.O.10.1.5 Evaluate the author's use of specific information in text (e.g., author's purpose/perspective, main/supporting details, specific facts, statistics, definition, figurative/nonfigurative words).	0	1	NxG WV Objective requires a deeper understanding of the text as students must defend their analysis.
ELA.10.R.C2.5 – Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences,	RLA.O.10.1.9 Analyze the organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of	0	1	NxG WV objective requires a deeper understanding of author's purpose and structure and requires students to analyze and defend their understanding.

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paragraphs, or larger portions of an	contents, headings, sidebars,			
informational text (e.g., a section or	marginal notes, graphical			
chapter).	representations such as tables,			
	timelines, captions, maps,			
	photographs) and ideas in			
	informational and literary texts.			
ELA.10.R.C2.6 Determine an	RLA.O.10.1.5 Evaluate the author's	0	1	NxG WV Objective requires a deeper
author's point of view or purpose in	use of specific information in text			understanding of rhetorical techniques as
an informational text and evaluate	(e.g., author's purpose/perspective,			students evaluate the author.
how an author uses rhetoric to	main/supporting details, specific			
advance that point of view or	facts, statistics, definition,			
purpose.	figurative/nonfigurative words).			
ELA.10.R.C2.6 Determine an	RLA.O.10.1.11 Critique persuasive	0	1	The NxG WV objective extends student
author's point of view or purpose in	language and techniques as found in			learning opportunity beyond a critique
an informational text and evaluate	literary and informational texts and			requiring higher order thinking skills and
how an author uses rhetoric to	media.			synthesis of information.
advance that point of view or				
purpose.				
Integration of Knowledge and Idea	S		l	
ELA.10.R.C3.1 Analyze the	RLA.O.10.1.9 Analyze the	0	1	NxG WV objective extends beyond
representation of a literary text of a	organizational patterns (e.g.	-	-	structural analysis of a text requiring a
subject or a key scene in two or	problem-solution, cause-and-effect,			synthesis of information in the analysis.
more different artistic mediums,	textual features including table of			
including what is emphasized or	contents, headings, sidebars,			
absent in each treatment and why	marginal notes, graphical			
(e.g., Auden's "Musée des Beaux	representations such as tables,			
Arts" and Breughel's Landscape	timelines, captions, maps,			
with the Fall of Icarus).	photographs) and ideas in			
with the rail of loadaby.	informational and literary texts.			
ELA.10.R.C3.2 (Not applicable to	intermetional and iterary texter			
literature)				
ELA.10.R.C3.3 Analyze and defend	RLA.O.10.1.1. Research and	0	1	NxG WV objective requires higher level
how an author draws on and	analyze historical, cultural, and	ŭ	•	thinking as student learning extends
transforms source material in a	biographical influences on literary			beyond research and analysis.
specific literary work (e.g., how	and informational texts.			25, one rooderon and analysis.
Shakespeare treats a theme or	and informational toxto.			
topic from Ovid or the Bible or how				
a later author draws on a play by				
Shakespeare).				
ELA.10.R.C3.4 Analyze and defend	RLA.O.10.1.5 Evaluate the author's	0	1	NxG WV Objective extends student
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various accounts of a subject told in	use of specific information in text			learning opportunity beyond evaluation of
different mediums of informational	(e.g., author's purpose/perspective,			a text.
texts (e.g., a person's life story in	main/supporting details, specific			
both print and multimedia),	facts, statistics, definition,			
determining which details are	figurative/nonfigurative words).			
emphasized in each account.				
ELA.10.R.C3.4 Analyze and defend	RLA.O.10.1.6 Create supportable	0	1	NxG WV Objective requires higher level
various accounts of a subject told in	predictions, generalizations,			thinking as student learning extends
different mediums of informational	opinions, inferences and conclusions			beyond analysis.
texts (e.g., a person's life story in	based upon an analysis of textual			
both print and multimedia),	information.			
determining which details are				
emphasized in each account.				
ELA.10.R.C3.5 Delineate and	RLA.O.10.1.11 Critique persuasive	0	1	The NxG WV objective extends student
evaluate the argument and specific	language and techniques as found in			learning opportunity beyond a critique
claims and counterclaims in an	literary and informational texts and			requiring higher order thinking skills and
informational text, assessing	media.			synthesis of information.
whether the reasoning is valid and				, and the second
the evidence is relevant and				
sufficient; identify false statements				
and fallacious reasoning.				
ELA.10.R.C3.6 Analyze and defend	RLA.O.10.1.1. Research and	0	1	NxG WV objective requires higher level
seminal U.S. documents of	analyze historical, cultural, and			thinking as student learning extends
historical and literary significance	biographical influences on literary			beyond research and analysis.
(e.g., Washington's Farewell	and informational texts.			
Address, the Gettysburg Address,				
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 Tex	t Complexity			
ELA.10.R.C4.1 By the end of grade	RLA.O.10.1.2 – Compare and	0	1	NxG WV objective is a more holistic
10, read and comprehend literature,	contrast literary styles according to	J	•	method of reading analysis and
including stories, dramas, and	genre.			interpretation of the text.
poems, at the high end of the grade	955.			interpretation of the text.
9-10 text complexity band				
independently and proficiently.				
ELA.10.R.C4.1 By the end of grade	RLA.O.10.1.3 Extend the amount of	0	2	NxG WV objective is a more holistic
10, read and comprehend literature,	independent reading with emphasis	J	_	method of reading analysis and
	on fiction and nonfiction.			interpretation of the text that extends its
including stories, dramas, and	OH HOUGH AND HOUHICHOH.			interpretation of the text that extends its

poems, at the high end of the grade				focus beyond independent reading.
9-10 text complexity band				read beyond independent reading.
independently and proficiently.				
ELA.10.R.C4.2 By the end of grade	RLA.O.10.1.3 Extend the amount of	0	2	NxG WV objective is a more holistic
10, read and comprehend literary	independent reading with emphasis			method of reading analysis and
nonfiction at the high end of the	on fiction and nonfiction.			interpretation of the text that extends its
grade 9-10 text complexity band				focus beyond independent reading.
independently and proficiently.				, , ,
	Writing			
Text Types and Purposes				
ELA.10.W.C9.1 Write arguments to	RLA.O.10.2.1 Define topic from	0	1	NxG WV objective is specific about the
support claims in an analysis of	assigned subject/prompt and			development of arguments.
substantive topics or texts, using	compose narrative, expository,			
valid reasoning and relevant and	descriptive and persuasive writings			
sufficient evidence. Introduce	using the five-step writing process			
precise, knowledgeable claim(s),	(pre-writing, drafting, revising,			
distinguish the claim(s) from	editing, and publishing) for specific			
alternate or opposing claims, and	audiences by employing writing			
create an organization that	strategies that are modeled in			
establishes clear relationships	various types of literature.			
among claim(s), counterclaims,				
reasons, and evidence. Develop				
claim(s) and counterclaims fairly,				
supplying relevant evidence for				
each while pointing out the				
strengths and limitations of both in a				
manner that anticipates the				
audience's knowledge level and				
concerns. Use a variety of 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. Establish and				
maintain a formal style and				
objective tone while attending to the norms and conventions of the				
norms and conventions of the				

discipling in which they are writing	1		I	T
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.	DIA 40.0 5 1			N 6 148 / 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
ELA.10.W.C9.1 Write arguments to	RLA.10.2.5 plan and incorporate	0	2	NxG WV objective is specific about the
support claims in an analysis of	varied note taking skills to organize			development of arguments.
substantive topics or texts, using	and synthesize information from print			
valid reasoning and relevant and	and electronic sources (e.g., Internet			
sufficient evidence. Introduce	research, electronic databases for			
precise, knowledgeable claim(s),	periodicals and newspapers, print			
distinguish the claim(s) from	reference materials) into an outline			
alternate or opposing claims, and	for a composition or research project			
create an organization that	(introduction, thesis/hypothesis, main			
establishes clear relationships	points, supporting details/examples,			
among claim(s), counterclaims,	conclusion).			
reasons, and evidence. Develop				
claim(s) and counterclaims fairly,				
supplying relevant evidence for				
each while pointing out the				
strengths and limitations of both in a				
manner that anticipates the				
audience's knowledge level and				
concerns. Use a variety of 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. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.10.W.C9.1 Write arguments to	RLA.O. 10.2.2 Construct a clearly	0	1	NxG WV objective is specific about the
support claims in an analysis of	worded and effectively placed thesis	-		development of arguments.
substantive topics or texts, using	statement to develop a composition			

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valid reasoning and relevant and	that addresses the assigned topic.			
sufficient evidence. Introduce				
precise, knowledgeable 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. Develop				
claim(s) and counterclaims fairly,				
supplying relevant evidence for				
each while pointing out the				
strengths and limitations of both in a				
manner that anticipates the				
audience's knowledge level and				
concerns. Use a variety of 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. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.10.W.C9.1 Write arguments to	RLA.O.10.2.6 Classify and prioritize	0	1	NxG WV objective is specific about the
support claims in an analysis of	different drafting strategies for			development of arguments with focus on
substantive topics or texts, using	specific writing tasks to frame a			claim(s) and counterclaims.
valid reasoning and relevant and	clear, logical progression of ideas in			
sufficient evidence. Introduce	argumentative writing, research			
precise, knowledgeable claim(s),	writing, literary analysis, and creative			
distinguish the claim(s) from	and reflective writing.			
alternate or opposing claims, and				
create an organization that				
establishes clear relationships				

among claim(s), counterclaims,				
reasons, and evidence. Develop				
claim(s) and counterclaims fairly,				
supplying relevant evidence for				
each while pointing out the				
strengths and limitations of both in a				
manner that anticipates the				
audience's knowledge level and				
concerns. Use a variety of 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. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.		_		
ELA.10.W.C9.1 Write arguments to	RLA.O.10.2.8 Incorporate different	0	1	NxG includes a focus on relationships
support claims in an analysis of	transitional sentences to signal			between claim(s) and reasons, reasons
substantive topics or texts, using	progression of ideas within and			and evidence, and claim(s) and
valid reasoning and relevant and	between paragraphs as well as			counterclaims.
sufficient evidence. Introduce	appropriate phrases to signal			
precise, knowledgeable claim(s),	organizational patterns.			
distinguish the claim(s) from				
alternate or opposing claims, and				
create an organization that				
establishes clear relationships				
among claim(s), counterclaims,				
reasons, and evidence. Develop				
claim(s) and counterclaims fairly,				
supplying relevant evidence for				
each while pointing out the				
strengths and limitations of both in a				
manner that anticipates the				

audience's knowledge level and concerns. Use a variety of 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.10.W.C9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable 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. Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use a variety of 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	RLA.O.10.2.10 Select revision and editing strategies to correct errors in and improve organization, content, usage, mechanics and spelling. In the proofreading process, integrate the use of: dictionary, spell check, thesaurus, style sheet or guide.	0	1	NxG WV objective is specific about the development of arguments.

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evidence, and between claim(s) and				
counterclaims. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.10.W.C9.2 Write	RLA.O.10.2.1 Define topic from	0	1	NxG WV objective is specific about the
informative/explanatory texts to	assigned subject/prompt and			development of informative/explanatory
examine and convey complex	compose narrative, expository,			texts.
ideas, concepts, and information	descriptive and persuasive writings			
clearly and accurately through the	using the five-step writing process			
effective selection, organization,	(pre-writing, drafting, revising,			
and analysis of content. Introduce a	editing, and publishing) for specific			
topic; organize complex ideas,	audiences by employing writing			
concepts, and information to	strategies that are modeled in			
analyze important connections and	various types of literature.			
distinctions; include formatting (e.g.,				
headings), graphics (e.g., figures,				
tables), and multimedia when useful				
to aiding comprehension. Develop				
the topic with well-chosen, relevant,				
significant, and sufficient facts,				
extended definitions, concrete				
details, quotations, or other				
information and examples				
appropriate to the audience's				
knowledge of the topic. Use				
appropriate and varied transitions to				
link the major sections of the text,				
create cohesion, and clarify the				
relationships among complex ideas				
and concepts. Use precise				
language and domain-specific				
vocabulary to manage the				
complexity of the topic. Establish				
and maintain a formal style and				
objective tone while attending to the				

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norms and conventions of the				
discipline in which they are writing.				
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).				
ELA.10.W.C9.2 Write	RLA.O. 10.2.2 Construct a clearly	0	2	NxG WV objective is more specific about
informative/explanatory texts to	worded and effectively placed thesis			the introducing the topic of
examine and convey complex	statement to develop a composition			informative/explanatory texts.
ideas, concepts, and information	that addresses the assigned topic.			. ,
clearly and accurately through the				
effective selection, organization,				
and analysis of content. Introduce a				
topic; organize complex ideas,				
concepts, and information to				
analyze important connections and				
distinctions; include formatting (e.g.,				
headings), graphics (e.g., figures,				
tables), and multimedia when useful				
to aiding comprehension. Develop				
the topic with well-chosen, relevant,				
significant, and sufficient facts,				
extended definitions, concrete				
details, quotations, or other				
information and examples				
appropriate to the audience's				
knowledge of the topic. Use				
appropriate and varied transitions to				
link the major sections of the text,				
create cohesion, and clarify the				
relationships among complex ideas				
and concepts. Use precise				
language and domain-specific				
vocabulary to manage the				
complexity of the topic. Establish				
and maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				

discipline in which they are writing.				
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).				
ELA.10.W.C9.2 Write	RLA.10.2.5 plan and incorporate	0	1	NxG WV objective is more specific about
informative/explanatory texts to	varied note taking skills to organize			the development of
examine and convey complex	and synthesize information from print			informative/explanatory texts.
ideas, concepts, and information	and electronic sources (e.g., Internet			
clearly and accurately through the	research, electronic databases for			
effective selection, organization,	periodicals and newspapers, print			
and analysis of content. Introduce a	reference materials) into an outline			
topic; organize complex ideas,	for a composition or research project			
concepts, and information to	(introduction, thesis/hypothesis, main			
analyze important connections and	points, supporting details/examples,			
distinctions; include formatting (e.g.,	conclusion).			
headings), graphics (e.g., figures,	•			
tables), and multimedia when useful				
to aiding comprehension. Develop				
the topic with well-chosen, relevant,				
significant, and sufficient facts,				
extended definitions, concrete				
details, quotations, or other				
information and examples				
appropriate to the audience's				
knowledge of the topic. Use				
appropriate and varied transitions to				
link the major sections of the text,				
create cohesion, and clarify the				
relationships among complex ideas				
and concepts. Use precise				
language and domain-specific				
vocabulary to manage the				
complexity of the topic. Establish				
and maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				

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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).				
ELA.10.W.C9.2 Write	RLA.O.10.2.6 Classify and prioritize	0	1	NxG WV objective is more specific about
informative/explanatory texts to	different drafting strategies for			the development of
examine and convey complex	specific writing tasks to frame a			informative/explanatory texts.
ideas, concepts, and information	clear, logical progression of ideas in			
clearly and accurately through the	argumentative writing, research			
effective selection, organization,	writing, literary analysis, and creative			
and analysis of content. Introduce a	and reflective writing.			
topic; organize complex ideas,	_			
concepts, and information to				
analyze important connections and				
distinctions; include formatting (e.g.,				
headings), graphics (e.g., figures,				
tables), and multimedia when useful				
to aiding comprehension. Develop				
the topic with well-chosen, relevant,				
significant, and sufficient facts,				
extended definitions, concrete				
details, quotations, or other				
information and examples				
appropriate to the audience's				
knowledge of the topic. Use				
appropriate and varied transitions to				
link the major sections of the text,				
create cohesion, and clarify the				
relationships among complex ideas				
and concepts. Use precise				
language and domain-specific				
vocabulary to manage the				
complexity of the topic. Establish				
and maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
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)				
significance of the topic).  ELA.10.W.C9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, significant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	RLA.O.10.2.8 Incorporate different transitional sentences to signal progression of ideas within and between paragraphs as well as appropriate phrases to signal organizational patterns.	0	1	NxG WV objective is more specific about the development of a narrative.
Provide a concluding statement or section that follows from and				

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supports the information or				
explanation presented (e.g.,				
articulating implications or the				
significance of the topic).				
ELA.10.W.C9.3 Write narratives to	RLA.O.10.2.1 Define topic from	0	1	NxG WV objective is more specific about
develop real or imagined	assigned subject/prompt and			the development of a narrative.
experiences or events using	compose narrative, expository,			
effective technique, well-chosen	descriptive and persuasive writings			
details, and well-structured event	using the five-step writing process			
sequences. Engage and orient the	(pre-writing, drafting, revising,			
reader by setting out a problem,	editing, and publishing) for specific			
situation, or observation,	audiences by employing writing			
establishing one or multiple point(s)	strategies that are modeled in			
of view, and introducing a narrator	various types of literature.			
and/or characters; create a smooth				
progression of experiences or				
events. Use narrative techniques,				
such as dialogue, pacing,				
description, reflection, and multiple				
plot lines, to develop experiences,				
events, and/or characters. Use a				
variety of techniques to sequence				
events so that they build on one				
another to create a coherent whole				
to build upon a particular outcome.				
Use precise words and phrases,				
telling details, and sensory				
language to convey a vivid picture				
of the experiences, events, setting,				
and/or characters. Provide a				
conclusion that follows from and				
reflects on what is experienced,				
observed, or resolved over the				
course of the narrative.				
ELA.10.W.C9.3 Write narratives to	RLA.O.10.2.6 Classify and prioritize	0	2	The NxG requires a deeper understanding
develop real or imagined	different drafting strategies for			of multiple points of view.
experiences or events using	specific writing tasks to frame a			
effective technique, well-chosen	clear, logical progression of ideas in			
details, and well-structured event	argumentative writing, research			
sequences. Engage and orient the	writing, literary analysis, and creative			

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reader by setting out a problem,	and reflective writing.			
situation, or observation,				
establishing one or multiple point(s)				
of view, and introducing a narrator				
and/or characters; create a smooth				
progression of experiences or				
events. Use narrative techniques,				
such as dialogue, pacing,				
description, reflection, and multiple				
plot lines, to develop experiences,				
events, and/or characters. Use a				
variety of techniques to sequence				
events so that they build on one				
another to create a coherent whole				
to build upon a particular outcome.				
Use precise words and phrases,				
telling details, and sensory				
language to convey a vivid picture				
of the experiences, events, setting,				
and/or characters. Provide a				
conclusion that follows from and				
reflects on what is experienced,				
observed, or resolved over the				
course of the narrative.				
<b>Production and Distribution of Writ</b>	ing			
ELA.10.W.C10.1 Produce clear and	RLA.O.10.2.1 Define topic from	0	2	NxG WV objective encompasses a deeper
coherent writing in which the	assigned subject/prompt and			understanding of style used during the
development, organization, and	compose narrative, expository,			writing process.
style are appropriate to task,	descriptive and persuasive writings			
purpose, and audience. (Grade-	using the five-step writing process			
specific expectations for writing	(pre-writing, drafting, revising,			
types are defined in objectives 1–3	editing, and publishing) for specific			
above.)	audiences by employing writing			
	strategies that are modeled in			
	various types of literature.			
ELA.10.W.C10.2 Develop and	RLA.O.10.2.9 revise sentences to	0	1	NxG WV objective encompasses a deeper
strengthen writing as needed by	create specific effects, variety and		·	understanding of the writing process as a
planning, revising, editing, rewriting,	more precise and concise language:			means to structure writing to communicate
or trying a new approach, focusing	gerund phrase, participle phrase,			effectively.
on addressing what is most	infinitive phrase, clauses.			3333.,1
on additioning what to moot	ministro prirado, diadoco.		L	

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significant for a specific purpose				
and audience (editing for				
conventions should demonstrate				
command for Language objectives				
1-3 up to and including grade 10).				
ELA.10.W.C10.2 Develop and	RLA.O.10.2.10 Select revision and	0	2	NxG WV objective includes consideration
strengthen writing as needed by	editing strategies to correct errors in			of purpose and audience when revising
planning, revising, editing, rewriting,	and improve organization, content,			and editing.
or trying a new approach, focusing	usage, mechanics and spelling. In			
on addressing what is most	the proofreading process, integrate			
significant for a specific purpose	the use of: dictionary, spell check,			
and audience (editing for	thesaurus, style sheet or guide.			
conventions should demonstrate				
command for Language objectives				
1-3 up to and including grade 10).				
ELA.10.W.C10.3 Use technology,	RLA.O.10.3.7 Plan, create, organize,	0	2	NxG objective includes use of technology
including the Internet, to produce,	and present an age appropriate			in collaborative learning environment.
publish, and update individual or	media product that demonstrates an			9
shared writing products, taking	understanding of format, purpose,			
advantage of technology's capacity	audience, and choice of medium.			
to link to other information and to				
display information flexibly and				
dynamically in response to ongoing				
feedback.				
Research to Build and Present Kno	owledge			
ELA.10.W.C11.1 Conduct short as	RLA.10.2.3 Evaluate, analyze, and	0	1	NxG WV objective goes beyond
well as more sustained research	synthesize into one's writing a	-		formulating a research question and
projects to answer a question	variety of informational media using			extends to inquiry learning.
(including a self-generated	primary and secondary sources.			omeniae te inquiny realiting.
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.				
ELA.10.W.C11.1 Conduct short as	RLA.10.2.4 Formulate a working	0	1	NxG WV objective goes beyond the
well as more sustained research	research question and identify,	U	ı	process of research writing and extends to
projects to answer a question	organize and consider the relevance			inquiry learning.
(including a self-generated	of known information to guide further			inquity learning.
question) or solve a problem;	research.			
question) of solve a problem,	research.			

narrow or broaden the inquiry when				
appropriate; synthesize multiple				
sources on the subject,				
demonstrating understanding of the				
subject under investigation.				
	RLA.O.10.2.11 Develop a research	0	1	NxG WV objective focuses more on the
	opic, select approaches, write and			research process than a specific skill.
	oublish a well-developed research			
	project with documented and cited			
	sources and computer-generated			
narrow or broaden the inquiry when gi	graphics, following a specified			
appropriate; synthesize multiple for	ormat: APA, MLA, Chicago.			
sources on the subject,				
demonstrating understanding of the				
subject under investigation.				
ELA.10.W.C11.2 Gather relevant R	RLA.10.2.3 Evaluate, analyze, and	0	1	NxG WV objective focuses more on the
information from multiple sy	synthesize into one's writing a			research process than a specific skill.
authoritative print and digital	variety of informational media using			
sources, using advanced searches pr	orimary and secondary sources.			
effectively; assess the usefulness of				
each source in terms of task,				
purpose, and audience 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.				
ELA.10.W.C11.2 Gather relevant R	RLA.10.2.4 Formulate a working	0	1	NxG WV objective focuses more on the
information from multiple re	esearch question and identify,			research process than a specific skill.
authoritative print and digital or	organize and consider the relevance			·
sources, using advanced searches of	of known information to guide further			
	esearch.			
each source in terms of task,				
purpose, and audience 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.				
ELA.10.W.C11.2 Gather relevant R				

information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a	varied note taking skills to organize and synthesize information from print and electronic sources (e.g., Internet research, electronic databases for periodicals and newspapers, print reference materials) into an outline for a composition or research project (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion).			research process than a specific skill.
standard format for citation.  ELA.10.W.C11.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience 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.	RLA.O.10.2.7 Summarize, paraphrase, and use direct quotations correctly and effectively in writing/research project in order to avoid plagiarism (e.g., media copyright laws, public/private domain).	0	2	NxG WV objective focuses more on the research process than a specific skill.
ELA.10.W.C11.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience 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.	RLA.O.10.2.11 Develop a research topic, select approaches, write and publish a well-developed research project with documented and cited sources and computer-generated graphics, following a specified format: APA, MLA, Chicago.	0	1	NxG allows for higher order thinking skills: analysis, reflection, and research.
FLA.10.W.C11.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grades</i> 9–10 Reading objectives to literature	RLA.O.10.2.5 plan and incorporate varied note taking skills to organize and synthesize information from print and electronic sources (e.g., Internet research, electronic databases for	0	2	The NxG provides examples for application.

(e.g., "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]"). Apply grades 9–10 Reading objectives to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	periodicals and newspapers, print reference materials) into an outline for a composition or research project (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion).			
Range of Writing				
ELA.10.W.C12.1 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.	RLA.10.2.1 Define topic from assigned subject/prompt and compose narrative, expository, descriptive and persuasive writings using the five-step writing process (pre-writing, drafting, revising, editing, and publishing) for specific audiences by employing writing strategies that are modeled in various types of literature.	0	1	NxG WV objective is specific about the development of arguments.
	Speaking & Li	stening		
<b>Comprehension and Collaboration</b>				
ELA.10.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-onone, 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. Come to discussions prepared, having read and researched material under study; explicitly draw	RLA.10.3.1 Plan, research background of topic, and communicate in different settings (e.g. interpersonal, small group, whole group, panel, round table, debate) and for different purposes: inform, persuade, relate, entertain.	0	1	NxG includes objectives for the entire communication process with detailed specificity.

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. Work				
with peers to set rules for				
democratic 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.				
Propel conversations by posing and				
responding to questions that relate				
the current discussion to broader				
themes or larger ideas; actively				
incorporate others' perspectives into				
the discussion; and clarify, verify, or				
challenge ideas and conclusions.				
Respond thoughtfully to diverse				
perspectives, analyze 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.				
ELA.10.SL.C13.2 Integrate multiple	RLA.O.10.3.2 Formulate and deliver	0	2	NxG includes the integration of sources.
sources of information presented in	grammatically correct messages, as			
diverse media or formats (e.g.,	well as evaluate and adapt strategies			
visually, quantitatively, orally)	for developing credibility, such as			
evaluating the credibility and	speaking truthfully and creating clear			
accuracy of each source in order to	and logical messages (e.g.,			
make decisions and solve	supporting ideas with evidence and			
problems.	emotional appeals in light of			
	purpose, audience and context).			
ELA.10.SL.C13.3 Evaluate a	RLA.O.10.3.4 Adapt and use active	0	2	NxG deals primarily with listening and
speaker's point of view, reasoning,	listening strategies to evaluate the			evaluating.
and use of evidence and rhetoric,	message, formulate a strategy and			
assessing any fallacious reasoning	respond to: intended purpose, make			

or evergerated or distorted	prodictions, construct magning from			
or exaggerated or distorted evidence.	predictions, construct meaning from discussion, speech, or media,			
evidence.				
Presentation of Knowledge and Ide	critique presentation.			
ELA.10.SL.C14.1 Present	RLA.O.10.3.2 Formulate and deliver	0	3	Both objectives are strong.
information, findings, and	grammatically correct messages, as	U	3	Both objectives are strong.
supporting evidence, conveying	well as evaluate and adapt strategies			
clear and distinct perspective such	for developing credibility, such as			
that listeners can follow the line of	speaking truthfully and creating clear			
reasoning and the organization,	and logical messages (e.g.,			
development, substance, and style	supporting ideas with evidence and			
are appropriate to purpose,	emotional appeals in light of			
audience, and task.	purpose, audience and context).			
ELA.10.SL.C14.2 Make strategic	RLA.O.10.3.7 Plan, create, organize,	0	3	Both objectives are strong.
use of digital media (e.g., textual,	and present an age appropriate	U	3	Dotti objectives are strong.
graphical, audio, visual, and	media product that demonstrates an			
interactive elements) in	understanding of format, purpose,			
presentations to enhance	audience, and choice of medium.			
understanding of findings,	addiction, and choice of mediam.			
reasoning, and evidence and to add				
interest.				
ELA.10.SL.C14.3 Adapt speech to a	10.3.2 Formulate and deliver	0	3	Both objectives are strong.
variety of contexts and tasks,	grammatically correct messages, as	· ·	· ·	
demonstrating command of formal	well as evaluate and adapt strategies			
English when indicated or	for developing credibility, such as			
appropriate.	speaking truthfully and creating clear			
	and logical messages (e.g.,			
	supporting ideas with evidence and			
	emotional appeals in light of			
	purpose, audience and context).			
	Languag	е		
Conventions of Standard English			_	
ELA.10.L.C15.1 Demonstrate	RLA.O.10.2.9 revise sentences to	0	1	The NxG includes editing and the use of
command of the conventions of	create specific effects, variety and			style manuals.
standard English grammar and	more precise and concise language:			
usage when writing or speaking.	gerund phrase, participle phrase,			
Use various types of phrases (noun,	infinitive phrase, clauses.			
verb, adjectival, adverbial,				
participial, prepositional, absolute)				
and clauses (independent,				

dependent; noun, relative,				
adverbial) to convey specific				
meanings and add variety and				
interest to writing or presentations.				
ELA.10.L.C15.2 Demonstrate	RLA.O.10.2.10 Select revision and	0	2	The NxG addresses writing while the 21C
command of the conventions of	editing strategies to correct errors in			includes revision and editing.
standard English capitalization,	and improve organization, content,			
punctuation, and spelling when	usage, mechanics and spelling. In			
writing. Use a colon to introduce a	the proofreading process, integrate			
list or quotation. Spell correctly.	the use of: dictionary, spell check,			
	thesaurus, style sheet or guide.			
Knowledge of Language				
ELA.10.L.C16.1 Apply knowledge of	RLA.O.10.3.2 Formulate and deliver	0	2	The NxG includes editing and the use of
language to understand how	grammatically correct messages, as			style manuals.
language functions in different	well as evaluate and adapt strategies			
contexts, to make effective choices	for developing credibility, such as			
for meaning or style, and to	speaking truthfully and creating clear			
comprehend more fully when	and logical messages (e.g.,			
reading or listening; Write and edit	supporting ideas with evidence and			
work so that it conforms to the	emotional appeals in light of			
guidelines in a style manual (e.g.,	purpose, audience and context).			
MLA Handbook, Turabian's Manual				
for Writers) appropriate for the				
discipline and writing type.				
ELA.10.L.C16.1 Apply knowledge of	RLA.O.10.2.11 Develop a research	0	2	The NxG includes editing and the use of
language to understand how	topic, select approaches, write and			style manuals
language functions in different	publish a well-developed research			
contexts, to make effective choices	project with documented and cited			
for meaning or style, and to	sources and computer-generated			
comprehend more fully when	graphics, following a specified			
reading or listening; Write and edit	format: APA, MLA, Chicago.			
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.				
Vocabulary Acquisition and Use				
ELA.10.L.C17.1 Determine or clarify	RLA.O.10.1.10 Extend vocabulary by	0	2	The NxG provides for the use of print and
the meaning of unknown and	developing and using new terms and			digital sources along with meaningful
multiple-meaning words and	phrases found in reading classical			examples.

phrases based on grade 10 reading and content, choosing flexibly from a range of strategies. 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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. Verify the
a range of strategies. 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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. Verify the
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of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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. Verify the
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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. Verify the
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of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the
precise meaning, its part of speech, or its etymology. Verify the
or its etymology. 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).
ELA.10.L.C17.2 Demonstrate RLA.O.10.1.7 Interpret and explain 0 2 The NxG requires an understanding of
understanding of figurative the author's choice of literary devices higher-level literary devices.
language, word relationships, and used to construct meaning and
nuances in word meanings. define the author's/reader's purpose:
Interpret figures of speech (e.g., symbolism, imagery, irony, satire,
euphemism, oxymoron) in context cadence, scansion, flashback,
and analyze their role in the text. foreshadowing, Freytag's pyramid
Analyze nuances in the meaning of (exposition, rising action, climax,
words with similar denotations. falling action, catastrophe,
denouement).
ELA.10.L.C17.3 Acquire and use RLA.O.10.3.4 Adapt and use active 0 1 The NxG addresses skills in all four
accurately general academic and listening strategies to evaluate the domains – reading, writing, speaking and
domain-specific words and phrases, message, formulate a strategy and listening.
sufficient for reading, writing, respond to: intended purpose, make
speaking, and listening at the predictions, construct meaning from
college and career readiness level; discussion, speech, or media,

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demonstrate independence in	critique presentation.			
gathering vocabulary knowledge				
when considering a word or phrase				
important to comprehension or				
expression.				



## **Eleventh Grade**

## How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been a0ligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment			
	Reading						
Key Ideas and Details							
ELA.11.R.C1.1 Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RLA.11.1.06 Formulates supportable conclusions, summarize events and ideas, construct inferences and generalizations, and critique character traits in a written/oral literary interpretation.	0	2	NxG requires deep understanding and guides students to provide evidence to support conclusions.			
ELA.11.R.C1.2 Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RLA 11.1.06 Formulate supportable conclusions, summarize events and ideas, construct inferences and generalizations, and critique character traits in a written/oral literary interpretation.	0	1	NxG CSOs ask students to go deeper into text and focus on the development of text.			
ELA.11.R.C1.3 Analyze the impact	RLA 11.1.2 Analyze and evaluate	0	2	NxG asks the reader to look at the impact			

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of the author's choices regarding	literary styles according to genre:			of the author's choice.
how to develop and relate elements	author's use, elements,			
of a story or drama (e.g., where a	expectations.			
story is set, how the action is				
ordered, how the characters are				
introduced and developed).				
ELA.11.R.C1.3 Analyze the impact	RLA.11.1.8 Analyze and evaluate a	0	2	NxG focuses on the impact of the author's
of the author's choices regarding	variety of texts according to content,			choice.
how to develop and relate elements	structure, purpose, organization of			
of a story or drama (e.g., where a	text, and tone.			
story is set, how the action is				
ordered, how the characters are				
introduced and developed).				
ELA.11.R.C1.3 Analyze the impact	RLA.11.1.6 Formulate supportable	0	1	NxG looks at the impact of the text.
of the author's choices regarding	conclusions, summarize events and			·
how to develop and relate elements	ideas, construct inferences and			
of a story or drama (e.g., where a	generalizations, and critique			
story is set, how the action is	character traits in a written/oral			
ordered, how the characters are	literary interpretation.			
introduced and developed).				
ELA.11.R.C1.4 Cite strong and	RLA.11.1.6 Formulate supportable	0	1	NxG asks to cite evidence to support
thorough textual evidence to	conclusions, summarize events and			conclusions. NxG also asks to determine
support analysis of what the	ideas, construct inferences and			where text is uncertain.
informational text says explicitly as	generalizations, and critique			
well as inferences drawn from the	character traits in a written/oral			
text, including determining where	literary interpretation.			
the text leaves matters uncertain.				
ELA.11.R.C1.5 Determine two or	RLA.11.1.6 Formulate supportable	0	1	NxG asks to determine central ideas and
more central ideas of an	conclusions, summarize events and			looks at the entire text.
informational text and analyze their	ideas, construct inferences and			
development over the course of the	generalizations, and critique			
text, including how they interact and	character traits in a written/oral			
build on one another to provide a	literary interpretation.			
complex analysis; provide an				
objective summary of the text.				
ELA.11.R.C1.6 Analyze a complex	RLA.11.1.12 Evaluate persuasive	0	2	NxG is a more detailed and purposeful
set of ideas or sequence of events	language and techniques in literature			analysis.
and explain how specific individuals,	and informational texts for intent,			
ideas, or events interact and	purpose, and effectiveness.			
develop over the course of the				

informational text.				
Craft and Structure				
ELA.11.R.C2.1 Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RLA11.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts, to expand vocabulary, and to draw connections to self and to the real world.	0	2	NxG demonstrates an appreciation of the beauty of language.
ELA.11.R.C2.2 Analyze how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RLA.11.1.02 Analyze and evaluate literary styles according to genre: author's use, elements, expectations.	0	2	NxG asks how author's choice contributes to overall meaning.
ELA.11.R.C2.2 Analyze how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RLA.11.1.05 Analyze characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.	0	2	NxG looks at the aesthetic impact of the author's choice.
ELA.11.R.C2.3 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RLA.11.1.7 Demonstrate knowledge of and analyze the use of rhetorical and literary devices: parallelism, archetypes, allegory, parallel structure, antithesis, narrative pace, satire, cadence, scansion, flashback, foreshadowing, Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe,	0	1	NxG expects students to take a literary device and use to make a determination.

	denouement).			
ELA.11.R.C2.3 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RLA.10.1.8 Interpret and explain the relationships of the literary elements (e.g., setting, plot, point of view, theme, conflict, characterization, voice, tone, mood) within specific genres.	+1	2	NxG asks that students make a determination of point of view while 21C simply asks to explain the point of view.
ELA.11.R.C2.4. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RLA.11.1.5 Analyze characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.	0	1	NxG requires readers to focus more on word usage and meaning.
ELA.11.R.C2.4. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RLA.11.1.7 demonstrate knowledge of and analyze the use of rhetorical and literary devices: parallelism, archetypes, allegory, parallel structure, antithesis, narrative pace, satire, cadence, scansion, flashback, foreshadowing, Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement).	0	1	NxG asks students look at how words and phrases develop or change throughout text.
ELA.11.R.C2.5 In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RLA.11.1.2 Analyze and evaluate literary styles according to genre: author's use, elements, expectations.	0	2	NxG asks the reader to look at the effectiveness of the text.
ELA.11.R.C2.5 In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear,	RLA.11.1.12 Evaluate persuasive language and techniques in literature and informational texts for intent, purpose, and effectiveness.	0	3	NxG matches the 21C WV objective.

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convincing, and engaging.	DIA 44 4 0 5 1 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	•		N 0 (
ELA.11.R.C2.5 In informational text,	RLA.11.1.9 Evaluate and justify the	0	2	NxG focuses more on structure.
analyze and evaluate the	effectiveness of organizational			
effectiveness of the structure an	patterns (e.g., problem-solution,			
author uses in his or her exposition	cause-and-effect), textual features,			
or argument, including whether the	graphical representations (e.g.,			
structure makes points clear,	tables, timelines, captions, maps,			
convincing, and engaging.	photographs) and ideas in			
	informational and literary texts for			
ELA.11.R.C2.6 Determine an	intent and purpose.	0	1	NxG focuses on the effectiveness of the
	RLA.11.1.5 Analyze characteristics of author's intended audience.	0	'	
author's point of view or purpose in an informational text in which the	,			text while the 21C WV looks at the style
rhetoric is particularly effective,	purpose, style, voice and technique through the use of reasoning,			analysis.
analyzing how style and content	evidence and literary/character			
contribute to the power,	analysis.			
persuasiveness or beauty of the	analysis.			
text.				
ELA.11.R.C2.6 Determine an	RLA.11.1.12 Evaluate persuasive	0	3	NxG expands on how style and content
author's point of view or purpose in	language and techniques in literature	Ü		impact overall effect.
an informational text in which the	and informational texts for intent,			impact everall effect.
rhetoric is particularly effective,	purpose, and effectiveness.			
analyzing how style and content	parposo, arra erroent erroen			
contribute to the power,				
persuasiveness or beauty of the				
text.				
Integration of Knowledge and Ideas	<u>.                                      </u>			
ELA.11.R.C3.1 Analyze multiple			0	There is no 21C objective to match this
interpretations of a story, drama, or				NxG objective.
poem (e.g., recorded or live				
production of a play or recorded				
novel or poetry), evaluating how				
each version interprets the source				
text. (Include at least one play by				
Shakespeare and one play by an				
American dramatist.)				
ELA.11.R.C3.2 (Not applicable to				
literature)				
ELA.11.R.C3.3 Demonstrate	RLA.11.1.1 Research, analyze, and	0	2	NxG asks readers to examine how topics
knowledge of eighteenth-,	evaluate the historical, cultural,			or themes are treated during a particular

nineteenth- and early-twentieth- century foundational works of American literature, including how two or more literary texts from the same period treat similar themes or topics.	political and biographical influences on literary works			period.
ELA.11.R.C3.4 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	21C.O.9-12.2.TT.3 Students use multiple electronic sources of information and multiple technology tools and resources tools (e.g., digital cameras, graphing calculators, robes, mp3 players, handheld devices, other emerging technologies, simulations, models, browsers, word processing, authoring tools, spreadsheets, database) to collaborate with others, to formulate a hypothesis, to solve problems, make decisions, and present and justify the solutions.	0	2	NxG evaluates instead of simply uses information.
ELA.11.R.C3.5 Delineate and evaluate the reasoning in seminal U.S. informational 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., <i>The Federalist</i> , presidential addresses).	RLA.11.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts, to expand vocabulary, and to draw connections to self and to the real world.	0	2	NxG goes beyond comprehension.
ELA.11.R.C3.5 Delineate and evaluate the reasoning in seminal U.S. informational 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	RLA.11.1.12 Evaluate persuasive language and techniques in literature and informational texts for intent, purpose, and effectiveness.	0	2	NxG evaluates the reasoning while 21C evaluates the text.

of public advocacy (e.g., <i>The</i>				
Federalist, presidential addresses).				
ELA.11.R.C3.6 Analyze	RLA.11.1.3 Increase the amount of	0	1	NxG asks students to not only increase
seventeenth-, eighteenth-, and	independent reading with emphasis			reading, but to do so for a specific
nineteenth-century foundational	on classic American, British and			purpose.
U.S. informational documents of	World Literature, and informational			
historical and literary significance	texts.			
(including The Declaration of				
Independence, the Preamble to the				
Constitution, the Bill of Rights, and				
Lincoln's Second Inaugural				
Address) for their themes,				
purposes, and rhetorical features.				
ELA.11.R.C3.6 Analyze	RLA.11.1.7 Demonstrate knowledge	0	3	NxG focuses on informational documents
seventeenth-, eighteenth-, and	of and analyze the use of rhetorical			while 21C focuses on literary devices.
nineteenth-century foundational	and literary devices: parallelism,			,
U.S. informational documents of	archetypes, allegory, parallel			
historical and literary significance	structure, antithesis, narrative pace,			
(including The Declaration of	satire, cadence, scansion, flashback,			
Independence, the Preamble to the	foreshadowing, Freytag's pyramid			
Constitution, the Bill of Rights, and	(exposition, rising action, climax,			
Lincoln's Second Inaugural	falling action, catastrophe,			
Address) for their themes,	denouement).			
purposes, and rhetorical features.				
ELA.11.R.C3.6 Analyze	RLA.11.1.10 Use knowledge of the	0	1	NxG is asking students to read specific
seventeenth-, eighteenth-, and	history, cultural diversity, politics,	•	·	documents while 21C wants students to
nineteenth-century foundational	and effects of language to			use knowledge of history.
U.S. informational documents of	comprehend and elaborate on the			acc intermedge of motory.
historical and literary significance	meaning of texts, to expand			
(including The Declaration of	vocabulary, and to draw connections			
Independence, the Preamble to the	to self and to the real world.			
Constitution, the Bill of Rights, and	to con and to the real world.			
Lincoln's Second Inaugural				
Address) for their themes,				
purposes, and rhetorical features.				
Range of Reading and Level of Tex	t Complexity			
ELA.11.R.C4.1 By the end of grade	RLA.11.1.3 Increase the amount of	0	2	NxG specifies text complexity and
11, read and comprehend literature,	independent reading with emphasis	5	_	comprehension.
including stories, dramas, and	on classic American, British and			Comprehension.
poems, in the grades 11–CCR text	World Literature, and informational			
poonio, in the grades in Solviext	TTOTA Encrutaro, and informational			

complexity band proficiently, with scaffolding as needed at the high end of the range.  ELA.11.R.C4.1 By the end of grade	texts.  RLA.11.1.4 Apply appropriate	0	2	NxG specifies different types of readings.
11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	reading strategies necessary for a successful literary experience, to gain information and perform an assigned task: rereading, paraphrasing, questioning, analyzing, chunking, activating prior knowledge.			
ELA.11.R.C4.1 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RLA.11.1.8 Analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.	0	3	NxG specifies that students be reading at the high end of the range.
ELA.11.R.C4.2 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RLA.11.1.3 Increase the amount of independent reading with emphasis on classic American, British and World Literature, and informational texts.	0	3	NxG is a good match for the 21C objective. NxG specifies literary non-fiction.
ELA.11.R.C4.2 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range	RLA.11.1.4 Apply appropriate reading strategies necessary for a successful literary experience, to gain information and perform an assigned task: rereading, paraphrasing, questioning, analyzing, chunking, activating prior knowledge.	0	2	NxG specifies different types of readings.
ELA.11.R.C4.2 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range	RLA.11.1.8 Analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.	0	3	NxG is specific to non-fiction. NxG specifies that students be reading at the high end of the range.
	Writing			

Text Types and Purposes				
ELA.11.W.C5.1 Write arguments to	RLA.11.2.01 Employ the five-step	0	1	NxG asks students to focus on claims and
support claims in an analysis of	writing process (pre-writing, drafting,	U	'	evidence using a prescribed procedure.
substantive topics or texts, using	revising, editing, publishing) for			evidence using a prescribed procedure.
valid reasoning and relevant and	developing narrative, informative,			
sufficient evidence. Introduce	descriptive, persuasive and			
precise, knowledgeable claim(s),	functional writings that include a			
establish the significance of the	letter of job application, a scholarship			
claim(s), distinguish the claim(s)	application/essay, and personal			
from alternate or opposing claims,	letters.			
and create an organization that				
logically sequences claim(s),				
counterclaims, reasons, and				
evidence. 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. 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. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.11.W.C5.1 Write arguments to	RLA.11.2.06 Develop personal style	0	2	NxG and 21C both refer to argumentative
support claims in an analysis of	and voice in writing, and create a			writing and the organization of the piece.
substantive topics or texts, using	clear, logical progression of ideas in			,
valid reasoning and relevant and	argumentative writing, research			

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sufficient evidence. Introduce	writing, literary analysis, and creative			
precise, knowledgeable claim(s),	and reflective writing.			
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. 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. 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. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.11.W.C5.1 Write arguments to	RLA.11.2.9 Revise, edit and	0	1	NxG goes deeper asking students to work
support claims in an analysis of	strategically employ a variety of			with claims and evidence.
substantive topics or texts, using	sentences for improved variety and			
valid reasoning and relevant and	more precise and concise language:			
sufficient evidence. Introduce	gerunds, infinitives, subordinate			
precise, knowledgeable claim(s),	clauses, adjectival phrases, word			
establish the significance of the	usage/choice variations,			
claim(s), distinguish the claim(s)	passive/active voice.			
from alternate or opposing claims,				

and create an organization that				
logically sequences claim(s),				
counterclaims, reasons, and				
evidence. 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. 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. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.11.W.C5.2. Write	RLA.11.2.08 Evaluate the	0	1	NxG goes into great depth about the
informative/explanatory texts to	effectiveness of and apply various			actual organization of the writing.
examine and convey complex	forms of transition in a composition:			
ideas, concepts, and information	sentence links, repetition of key			
clearly and accurately through the	words or phrases, restating of			
effective selection, organization,	main/key ideas.			
and analysis of content. 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 formatting (e.g.,				
headings), graphics (e.g., figures,				
tables), and multimedia when useful				

to aiding comprehension. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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).				
ELA.11.W.C5.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified	21C.0.9-12.2.LS.2 Student draws conclusions from a variety of data sources to analyze and interpret systems.	0	2	NxG goes into more depth about the procedure of writing.

whole; include formatting (e.g.,				
headings), graphics (e.g., figures,				
tables), and multimedia when useful				
to aiding comprehension. 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. 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. Use precise				
language, domain-specific				
vocabulary, and techniques such as				
metaphor, simile, and analogy to				
manage the complexity of the topic.				
Establish and maintain a formal				
style and objective tone while				
attending to the norms and				
conventions of the discipline in				
which they are writing. 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).				
ELA.11.W.C5.3 Write narratives to	RLA.11.2.01 Employ the five-step	0	1	NxG is more specific about the
develop real or imagined	writing process (pre-writing, drafting,			components of the narrative.
experiences or events using	revising, editing, publishing) for			
effective technique, well-chosen	developing narrative, informative,			
details, and well-structured event	descriptive, persuasive and			
sequences. Engage and orient the	functional writings that include a			
reader by setting out a problem,	letter of job application, a scholarship			
situation, or observation and its	application/essay, and personal			

significance, establishing one or	letters.			
multiple point(s) of view, and				
introducing a narrator and/or				
characters; create a smooth				
progression of experiences or				
events. Use narrative techniques,				
such as dialogue, pacing,				
description, reflection, and multiple				
plot lines, to develop experiences,				
events, and/or characters. 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, or				
resolution). Use precise words and				
phrases, telling details, and sensory				
language to convey a vivid picture				
of the experiences, events, setting,				
and/or characters. Provide a				
conclusion that follows from and				
reflects on what is experienced,				
observed, or resolved over the				
course of the narrative.				
ELA.11.W.C5.3 Write narratives to	RLA.11.2.09 Revise, edit and	0	1	The level of detail in NxG is significantly
develop real or imagined	strategically employ a variety of			more than 21C.
experiences or events using	sentences for improved variety and			
effective technique, well-chosen	more precise and concise language:			
details, and well-structured event	gerunds, infinitives, subordinate			
sequences. Engage and orient the	clauses, adjectival phrases, word			
reader by setting out a problem,	usage/choice variations,			
situation, or observation and its	passive/active voice.			
significance, establishing one or				
multiple point(s) of view, and				
introducing a narrator and/or				
characters; create a smooth				
progression of experiences or				
events. Use narrative techniques,				
such as dialogue, pacing,				

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description, reflection, and multiple				
plot lines, to develop experiences,				
events, and/or characters. 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, or				
resolution). Use precise words and				
phrases, telling details, and sensory				
language to convey a vivid picture				
of the experiences, events, setting,				
and/or characters. Provide a				
conclusion that follows from and				
reflects on what is experienced,				
observed, or resolved over the				
course of the narrative.				
<b>Production and Distribution of Writ</b>	ting			
ELA.11.W.C6.1 Produce clear and	RLA.11.2.10 Use proofreading and	0	1	NxG focuses more on content than
coherent writing in which the	editing strategies to correct errors in			mechanics.
development, organization, and	and improve organization, content,			
style are appropriate to task,	usage and mechanics. In the editing			
purpose, and audience. (Grade-	process integrate print and electronic			
specific expectations for writing	tools: spell check, grammar check,			
types are defined in standards 1–3	thesaurus, dictionary, style sheet or			
above.)	guide, readability score.			
ELA.11.W.C6.2 Develop and	RLA.11.2.9 Revise, edit and	0	2	Both NxG and 21C ask for revising,
strengthen writing as needed by	strategically employ a variety of	-		editing and rewriting. NxG goes on to
planning, revising, editing, rewriting,	sentences for improved variety and			address the purpose and audience.
or trying a new approach, focusing	more precise and concise language:			and the property of the proper
on addressing what is most	gerunds, infinitives, subordinate			
significant for a specific purpose	clauses, adjectival phrases, word			
and audience.	usage/choice variations,			
	passive/active voice.			
ELA.11.W.C6.2 Develop and	RLA.11.2.10 Use proofreading and	0	2	Both NxG and 21C ask for revising,
strengthen writing as needed by	editing strategies to correct errors in	-	_	editing and rewriting. NxG goes on to
planning, revising, editing, rewriting,	and improve organization, content,			address the purpose and audience.
or trying a new approach, focusing	usage and mechanics. In the editing			
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on addressing what is most	process integrate print and electronic			

significant for a specific purpose and audience.  ELA.11.W.C6.3 Use technology, including the Internet, to produce,	tools: spell check, grammar check, thesaurus, dictionary, style sheet or guide, readability score.  21C.O.9-12.1.TT4 Student uses audio, video, pictures, clip art,	0	2	NxG focuses on the writing product while 21C considers presentation.
publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information	moviemaker programs, webpage design software, electronic documents and other files to collaborate for the creation of electronic products that inform multiple audiences both inside and outside the school environment.			
Research to Build and Present Kno	wledge			
ELA.11.W.C7.1 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.	RLA.11.2.04 Formulate a working research question, organize and consider the relevance of information gathered through the research process, create a detailed outline and produce a research paper with documented and cited sources, using an accepted format (e.g. MLA, APA, Chicago, ASA) with an accompanying multimedia presentation and/or Web page.	0	3	NxG and 21C both ask for research, source exploration, and solutions.
ELA.11.W.C7.2 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.	RLA.11.2.05 Plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition or research project.	0	2	NxG adds a focus on avoiding plagiarism.
ELA.11.W.C7.2 Gather relevant information from multiple authoritative print and digital	RLA.11.2.03 Recognize the concepts of intellectual property and plagiarism in all media: media	0	2	NxG is larger than simple plagiarism and intellectual property.

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sources, using advanced searches	copyright laws, private/public			
effectively; assess the strengths	domain.			
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.				
ELA.11.W.C7.3 Draw evidence from	RLA.11.2.05 Plan and incorporate	0	2	NxG focuses on the reading of the
literary or informational texts to	varied note taking skills to organize			sources (fiction and non-fiction) while 21C
support analysis, reflection, and	and synthesize information from print			planning and organizing the research
research. Apply grade 11 Reading	and electronic primary and			project.
standards to literature (e.g.,	secondary sources (e.g., Internet,			
"Demonstrate knowledge of	reference books, electronic			
eighteenth-, nineteenth- and early-	databases for periodicals and			
twentieth-century foundational	newspapers) into an outline			
works of American literature,	(introduction, thesis/hypothesis, main			
including how two or more texts	points, supporting details/examples,			
from the same period treat similar	conclusion) to develop a composition			
themes or topics"). Apply grade 11	or research project.			
Reading standards to literary				
nonfiction (e.g., "Delineate and				
evaluate the reasoning in seminal				
U.S. texts, including the application				
of constitutional principles and use				
of legal reasoning [e.g., in U.S.				
Supreme Court Case majority				
opinions and dissents] and the				
premises, purposes, and arguments				
in works of public advocacy [e.g.,				
The Federalist, presidential				
addresses]").				
Range of Writing				
ELA.11.W.C8.1 Write routinely over	RLA.11.2.01 Employ the five-step	0	1	NxG asks students to write routinely while
extended time frames (time for	writing process (pre-writing, drafting,			21C simply asks students to write in a
research, reflection, and revision)	revising, editing, publishing) for			more narrow focus.
and shorter time frames (a single	developing narrative, informative,			
sitting or a day or two) for a range of	descriptive, persuasive and			

tasks, purposes, and audiences.  ELA.11.W.C8.1 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.	functional writings that include a letter of job application, a scholarship application/essay, and personal letters.  RLA.11.2.06 Develop personal style and voice in writing, and create a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.	0	2	21C asks students to develop style while NxG emphasizes writing routinely over time.
	Speaking & Lis	stening		
Comprehension and Collaboration				
ELA.11.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grades 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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;	RLA.10.3.3 Model a variety of roles in various settings to listen actively, understand the intended message, evaluate, enjoy and/or respond to an oral message: critique oral/visual information, relate experiences in third person, collaborate to achieve a goal, mediate to reach a consensus, deliver an extended extemporaneous speech, participate in a panel/round table discussion.	+1	2	NxG speaks at length about listening and preparing for next steps.

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and promote divergent and creative				
perspectives. 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.				
ELA.11.SL.C13.1 Initiate and	RLA.10.3.4 Adapt and use active	+1	2	21C WV focuses objective on listening
participate effectively in a range of	listening strategies to evaluate the			while NxG focuses on rules of
collaborative discussions (one-on-	message, formulate a strategy and			collaborative discussion.
one, in groups, and teacher-led)	respond to intended purpose, make			
with diverse partners on grades 11	predictions, construct meaning from			
topics, texts, and issues, building on	discussion, speech, or media,			
others' ideas and expressing their	critique presentation.			
own clearly and persuasively.				
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. Work				
with peers to promote civil,				
democratic discussions and				
decision-making, set clear goals				
and deadlines, and establish				
individual roles as needed. 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. 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.				
ELA.11.SL.C13.2 Integrate multiple	RLA.11.3.5 Plan, compose, produce	0	2	21C is focused on producing a product
sources of information presented in	and evaluate an age appropriate			while NxG focuses on which products help
diverse formats and media (e.g.,	product from various forms of media			to make better decisions.
visually, quantitatively, orally) in	communication that demonstrates an			
order to make informed decisions	understanding of format, purpose,			
and solve problems, evaluating the	audience, and choice of medium.			
credibility and accuracy of each				
source and noting any				
discrepancies among the data.				
ELA.11.SL.C13.3 Evaluate a	RLA.11.3.3 Use verbal and	0	1	NxG asks students to look at specific
speaker's point of view, reasoning,	nonverbal strategies to listen and			tasks of evaluation while 21C simply asks
and use of evidence and rhetoric,	respond for diverse purposes:			students to evaluate.
assessing the stance, premises,	comprehension, evaluation,			
links among ideas, word choice,	expression of empathy, persuasion,			
points of emphasis, and tone used.	mediation, collaboration.			
Presentation of Knowledge and Ide	eas			
ELA.11.SL.C14.1 Present	RLA.11.3.1 Communicate using the	0	1	NxG is more clearly stated regarding
information, findings, and	transactional process to include the			expectations.
supporting evidence, conveying a	components of speaker, listener,			
clear and distinct perspective, such	message, channel, feedback, and			
that listeners can follow the line of	noise.			
reasoning, alternative or opposing				
perspectives are addressed, and				
the organization, development,				
substance, and style are				
appropriate to purpose, audience,				
and a range of formal and informal				
tasks.				
ELA.11.SL.C14.2 Make strategic	RLA.11.3.2 Plan, research, organize	0	2	In NxG, the focus is broader in terms of
use of digital media (e.g., textual,	and deliver a grammatically correct			the use of media.
graphical, audio, visual, and	presentation using a variety of media			
interactive elements) in	(e.g., live performance, video,			
presentations to enhance	PowerPoint, web pages).			

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understanding of findings,					
reasoning, and evidence and to add					
interest.	040.00.40.4. TT4.01. January and an	-		It is an if the OAO TT all is all as	
ELA.11.SL.C14.2 Make strategic	21C.O.9-12.1.TT1 Student makes	0	3	It is as if the 21C TT objective is	
use of digital media (e.g., textual,	informed choices among available			embedded in the NxG objective.	
graphical, audio, visual, and	advanced technology systems,				
interactive elements) in presentations to enhance	resources and services (e.g., global positioning software, graphing				
understanding of findings,	calculators, personal digital				
reasoning, and evidence and to add	assistants, web casting, and online				
interest	collaboration tools) for completing				
Interest	curriculum assignments and projects				
	and for managing and				
	communicating				
	personal/professional information.				
ELA.11.SL.C14.2 Make strategic	21C.O.9-12.1.TT4 Student uses	0	3	It is as if the 21C TT objective is	
use of digital media (e.g., textual,	audio, video, pictures, clip art,			embedded in the NxG objective.	
graphical, audio, visual, and	moviemaker programs, webpage			,	
interactive elements) in	design software, electronic				
presentations to enhance	documents and other files to				
understanding of findings,	collaborate for the creation of				
reasoning, and evidence and to add	electronic products that inform				
interest	multiple audiences both inside and				
FI A 44 OL O44 O A January Language	outside the school environment.	. 4	4	The feet of N. O. State of the Life	
ELA.11.SL.C14.3 Adapt speech to a	RLA.10.3.3 Model a variety of roles	+1	1	The focus in NxG is on speaking while	
variety of contexts and tasks, demonstrating a command of formal	in various settings to listen actively, understand the intended message,			21C is on listening and speaking.	
English when indicated or	evaluate, enjoy and/or respond to an				
appropriate.	oral message: critique, oral/visual				
арргорпаю.	information, relate experiences in				
	third person, collaborate to achieve a				
	goal, mediate to reach a consensus,				
	deliver an extended extemporaneous				
	speech, participate in a panel/round				
	table discussion.				
Language					
Conventions of Standard English			1 -		
ELELA.11.L.C15.1 Demonstrate	RLA.11.2.10 Use proofreading and	0	2	NxG gives a much more detailed process.	
command of the conventions of	editing strategies to correct errors in		]	NxG is focused on writing and speaking.	

standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern	and improve organization, content, usage and mechanics. In the editing process integrate print and electronic tools: spell check, grammar check, thesaurus, dictionary, style sheet or guide, readability score.			
American Usage) as needed.  ELELA.11.L.C15.1 Demonstrate command of the conventions of	RLA.11.3.02 Plan, research, organize and deliver a grammatically	0	1	NxG gives a much more detailed process. NxG is focused on writing and speaking.
standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 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.	correct presentation using a variety of media (e.g., live performance, video, PowerPoint, web pages).			
ELA.11.L.C15.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions. Spell correctly.	RLA.11.2.1 Employ the five-step writing process (pre-writing, drafting, revising, editing, publishing) for developing narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	0	1	NxG is very focused on capitalization, punctuation and spelling while 21C WV deals with the writing process.
ELA.11.L.C15.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions. Spell correctly.	RLA.11.2.10 Use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process integrate print and electronic tools: spell check, grammar check, thesaurus, dictionary, style sheet or	0	2	NxG is very focused on capitalization, punctuation and spelling while 21C WV deals with the writing process.

	guide, readability score.			T
Knowledge of Language	guide, readability score.			
ELA.11.L.C16.1 Apply knowledge	RLA.11.1.4 Apply appropriate	0	1	NxG has a focus on reading or listening
of language to understand how language functions in different contexts, to make effective choices for meaning or style, to comprehend more fully when reading or listening, and varying syntax for effect by consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	reading strategies necessary for a successful literary experience, to gain information and perform an assigned task: rereading, paraphrasing, questioning, analyzing, chunking, activating prior knowledge.	0	'	and is more specific.
ELA.11.L.C16.1 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, to comprehend more fully when reading or listening, and varying syntax for effect by 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.	RLA.11.1.8 Analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.	0	2	NxG specifies the types of analyzing and evaluating while 21C WV is broader.
Vocabulary Acquisition and Use				
ELA.11.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 11 reading and content</i> , choosing flexibly from a range of strategies. 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. Identify and correctly use patterns of word changes that indicate different	RLA.11.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts, to expand vocabulary, and to draw connections to self and to the real world.	0	3	NxG provides the strategy necessary to determine meaning while 21C WV simply asks students to expand vocabulary while reading.

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meanings or parts of speech (e.g.,				
conceive, conception, conceivable).				
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.				
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).				
ELA.11.L.C17.2 Demonstrate	RLA.11.1.10 Use knowledge of the	0	1	NxG is quite specific while 21C WV is
understanding of figurative	history, cultural diversity, politics,			broader.
language, word relationships, and	and effects of language to			
nuances in word meanings.	comprehend and elaborate on the			
Interpret figures of speech (e.g.,	meaning of texts, to expand			
hyperbole, paradox) in context and	vocabulary, and to draw connections			
analyze their role in the text.	to self and to the real world.			
Analyze nuances in the meaning of				
words with similar denotations.				
ELA.11.L.C17.3 Acquire and use	RLA.11.1.10 Use knowledge of the	0	2	NxG refers to speaking, listening, reading
accurately general academic and	history, cultural diversity, politics,			and writing.
domain-specific words and phrases,	and effects of language to			
sufficient for reading, writing,	comprehend and elaborate on the			
speaking, and listening at the	meaning of texts, to expand			
college and career readiness level;	vocabulary, and to draw connections			
demonstrate independence in	to self and to the real world.			
gathering vocabulary knowledge				
when considering a word or phrase				
important to comprehension or				
expression.				
ELA.11.L.C17.3 Acquire and use	RLA.11.2.09 Revise, edit and	0	2	NxG refers to speaking, listening, reading
accurately general academic and	strategically employ a variety of			and writing.
domain-specific words and phrases,	sentences for improved variety and			
sufficient for reading, writing,	more precise and concise language:			
speaking, and listening at the	gerunds, infinitives, subordinate			

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college and career readiness level;	clauses, adjectival phrases, word		
demonstrate independence in	usage/choice variations,		
gathering vocabulary knowledge	passive/active voice.		
when considering a word or phrase	•		
important to comprehension or			
expression.			



## **Twelfth Grade**

## How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.* 

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment
	Reading	9		
Key Ideas and Details				
ELA.12.R.C1.1 Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text and a variety of other sources, including determining where the literary text leaves matters uncertain.	RLA.O.12.1.06 Formulate, in a critique, supportable conclusions, summarize events and ideas, construct inferences and generalizations, and interpret character traits from explicit and implicit ideas.	0	1	NxG uses a variety of sources and asks for an analysis rather than a critique.
ELA.12.R.C1.2 Determine two or more themes or central ideas of a literary text and analyze their development over the course of the literary text, including how they interact and build on one another to produce a complex account; provide	RLA.O.12.1.05 Evaluate and justify the characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning and evidence and literary/character analysis.	0	1	NxG objective asks for an analysis of a literary text.

an objective and critical analysis of				
the literary text.				
ELA.12.R.C1.3 Analyze the impact	RLA.O.12.1.02 Analyze, evaluate,	0	1	NxG asks students to defend author
of and defend the author's choices	and critique literary styles according			choices.
regarding how to develop and relate	to genre: author's use, elements,			
elements of a story or drama (e.g.,	expectations.			
where a story is set, how the action				
is ordered, how the characters are				
introduced and developed).			_	
ELA.12.R.C1.4 Cite strong and	RLA.O.12.1.06 Formulate, in a	0	1	NxG asks students to cite evidence in
thorough textual evidence to	critique, supportable conclusions,			addition to drawing inferences.
support analysis of what the	summarize events and ideas,			
informational text says explicitly as	construct inferences and			
well as inferences drawn from the	generalizations, and interpret			
informational text, including	character traits from explicit and			
determining where and why the informational text leaves matters	implicit ideas.			
uncertain.				
ELA.12.R.C1.5 Determine two or	RLA.O.12.1.05 Evaluate and justify	0	1	NxG asks for a complex and critical
more central ideas of an	the characteristics of author's	U	'	analysis of informational text.
informational text and analyze their	intended audience, purpose, style,			analysis of informational text.
development over the course of the	voice and technique through the use			
informational text, including how	of reasoning and evidence and			
they interact and build on one	literary/character analysis.			
another to provide a complex and	merally, erral actor arranyers.			
critical analysis; provide an				
objective summary of the				
informational text.				
ELA.12.R.C1.6 Analyze a complex	RLA.O.12.1.02 Analyze, evaluate,	0	1	NxG asks for analysis of informational
set of ideas or sequence of events	and critique literary styles according			text and media.
and explain how specific individuals,	to genre: author's use, elements,			
ideas, or events interact and	expectations.			
develop over the course of the				
informational text and media.				
Craft and Structure				
ELA.12.R.C2.1 Determine the	RLA.O.12.1.10 Use knowledge of	0	1	NxG requires a deeper analysis of how
meaning of words and phrases as	the history, cultural diversity, politics,			language affects the text.
they are used in a variety of literary	and effects of language to			
texts, including figurative and	comprehend and elaborate on the			
connotative meanings; analyze the	meaning of texts to expand			

impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	vocabulary, and to draw connections to self and the real world.			
ELA.12.R.C2.2 Analyze and defend how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RLA.O.12.1.08 evaluate and critique a variety of texts according to content, structure, purpose, organization of text, and tone.	0	1	In NxG students must defend their analysis. Additionally, NxG focuses on literary text in this objective.
ELA.12.R.C2.3 Analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RLA.O.12.1.07 Demonstrate knowledge of and evaluate literary devices: archetypes, allegory, antithesis, pace, satire, cadence, scansion, flashback, foreshadowing, Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe).	0	1	NxG addresses literary devices by asking students to analyze and defend.
ELA.12.R.C2.4. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines faction in Federalist No. 10).	RLA.O.12.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.	0	2	NxG requires an analysis of author's use of language in informational texts.
ELA.12.R.C2.5 In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make	RLA.O.12.1.08 Evaluate and critique a variety of texts according to content, structure, purpose, organization of text, and tone.	0	1	NxG requires a deep evaluation of the informational texts.

points clear, convincing, and				
engaging.				
ELA.12.R.C2.6 Determine an author's point of view, purpose, and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the informational text.	RLA.O.12.1.05 Evaluate and justify the characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning and evidence and literary/character analysis.	0	2	NxG objective focuses on informational text, while making students aware of the aesthetic qualities that can be found.
ELA.12.R.C2.6 Determine an author's point of view, purpose, and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the informational text.	RLA.O.12.1.12 Analyze and evaluate persuasive language and techniques(e.g., advertisements, junk mail, web sites, news stories) for intent, purpose, audience, type (inductive or deductive) and effectiveness.	0	2	NxG objective focuses on informational text, while making students aware of the aesthetic qualities that can be found.
Integration of Knowledge and Ideas	S			
ELA.12.R.C3.1 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), critically evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			0	NxG does not align with any current objective.
ELA.12.R.C3.2 (Not applicable to				
literature)  ELA.12.R.C3.3 Demonstrate a deep understanding of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics	RLA.O.12.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.	0	1	NxG requires a deep understanding of historical influences on literature.
ELA.12.R.C3.3 Demonstrate a deep understanding of eighteenth-, nineteenth- and early-twentieth-	RLA.O.12.1.01 Research, evaluate and critique the historical, cultural, political and biographical influences	0	2	NxG requires a deep understanding of historical influences on literature.

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century foundational works of	to determine the impact on literary			
American literature, including how	works.			
multiple literary texts from the same				
period treat similar themes or topics				
ELA.12.R.C3.4 Integrate, evaluate,	21C.O.9-12.3.LS2 Student	0	2	NxG asks students to integrate
and synthesize multiple sources of	independently considers multiple			technology when solving a problem.
information presented in different	perspectives and can represent a			
media or formats (e.g., visually,	problem in more than one way,			
quantitatively) in order to solve a	quickly and calmly changes focus			
problem.	and goals as the situation requires,			
	and actively seeks innovations (e.g.			
	technology) that will enhance his/her			
	work.			
ELA.12.R.C3.5 Delineate, evaluate,	RLA.O.10.2.03 Evaluate, analyze,	+2	1	NxG specifies types of sources to be
and synthesize the reasoning in	and synthesize into one's writing a			used.
seminal U.S. informational texts,	variety of informational media using			
including the application of	primary and secondary sources.			
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).	DIA O 40 4 04 December of all	•	0	N. O. Constant and the office of the original
ELA.12.R.C3.6 Analyze	RLA.O.12.1.01 Research, evaluate	0	2	NxG focuses on analysis of historical
seventeenth-, eighteenth-, and	and critique the historical, cultural,			documents in order to determine
nineteenth-century foundational	political and biographical influences			rhetorical features and current relevancy.
U.S. informational documents of	to determine the impact on literary works.			
historical and literary significance	WORKS.			
for their themes, purposes, and rhetorical features and current				
relevancy.				
Range of Reading and Level of Tex	t Complexity			
ELA.12.R.C4.1 By the end of grade	RLA.O.12.1.03 Extend the amount of	0	2	NxG focuses on text complexity.
12, read and comprehend literature,	independent reading with emphasis	U	_	TANG TOCUSES OF TEXT COMPLEXITY.
including stories, dramas, and	on American, British and World			
poems, in the grades 11–CCR text	Literature, and informational texts.			
complexity band independently and	Enteractore, and informational texts.			
proficiently at the high end of the				
range.				
range.				

ELA.12.R.C4.2 By the end of grade	RLA.O.12.1.03 extend the amount of	0	3	NxG focuses on text complexity.
12, read and comprehend literary nonfiction of the grades 11-CCR	independent reading with emphasis on American, British and World			
text complexity band independently	Literature, and informational texts.			
and proficiently at the high end of	Entertailer, and informational textor			
the range.				
	Writing			
Text Types and Purposes				
ELA.12.W.C5.1 Write arguments to	RLA.O.12.2.01 Compose using the	0	1	NxG separates the type of writing
support claims in an analysis of	five-step writing process (pre-writing,			requested, and is very specific about
substantive topics or texts, using	drafting, revising, editing,			what a student should be able to do.
valid reasoning and relevant and	publishing), critique and evaluate			
sufficient evidence. Introduce and	narrative, informative, descriptive,			
defend precise, knowledgeable	persuasive and functional writings			
claim(s), establish the significance	that include a letter of job			
of the claim(s), distinguish the	application, a scholarship			
claim(s) from alternate or opposing	application/essay, and personal			
claims, and create an organization	letters.			
that logically sequences claim(s),				
counterclaims, reasons, and				
evidence. Develop and justify				
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. Analyze				
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. Establish and				
maintain a formal style and				
objective tone while attending to the				

norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and				
	RLA.O.12.2.06 Plan. develop. and	0	1	NxG separates the type of writing
supports the argument presented.  ELA.12.W.C5.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce and defend 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. Develop and justify 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. Analyze words, phrases, and clauses as well	RLA.O.12.2.06 Plan, develop, and write a focused research project that has a clear thesis/hypothesis and logical progression of ideas supported by relevant details with an accompanying multimedia presentation and/or Web page using an accepted format (MLA, APA, Chicago, ASA).	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.
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. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				

supports the argument presented				
supports the argument presented.	DIA O 10 2 01 Define the receive	0	4	NyC concretes the type of writing
ELA.12.W.C5.1 Write arguments to	RLA.O.12.2.04 Refine the research	0	1	NxG separates the type of writing
support claims in an analysis of	question through pre-writing			requested, and is very specific about
substantive topics or texts, using	strategies by considering whether			what a student should be able to do.
valid reasoning and relevant and	the thesis claim is personally			
sufficient evidence. Introduce and	relevant, interesting and meaningful,			
defend precise, knowledgeable	is relevant and meaningful to the			
claim(s), establish the significance	audience, is aligned with purposes			
of the claim(s), distinguish the	and goals, is logical and can be			
claim(s) from alternate or opposing	supported within the limits of the			
claims, and create an organization	assignment and available resources.			
that logically sequences claim(s),				
counterclaims, reasons, and				
evidence. Develop and justify				
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. Analyze				
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. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.12.W.C5.1 Write arguments to	RLA.O.12.2.10 demonstrate use of	0	1	NxG separates the type of writing
support claims in an analysis of	precise vocabulary, figurative			requested, and is very specific about
substantive topics or texts, using	language and literary devices to			what a student should be able to do.

valid reasoning and relevant and sufficient evidence. Introduce and defend 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. Develop and justify 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. Analyze 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.	establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience: imagery, rhetorical question, connotation/denotation, irony (situational, dramatic, verbal), setting (geographical, historical, political), symbolism, extended metaphor.			
ELA.12.W.C5.1 Write arguments to	RLA.O.12.2.09 Revise, edit and	0	1	NxG separates the type of writing
support claims in an analysis of	strategically employ a variety of			requested, and is very specific about
substantive topics or texts, using	sentence structures to improve			what a student should be able to do.
valid reasoning and relevant and	variety and create more precise and			
sufficient evidence. Introduce and	concise language: compound-			
defend precise, knowledgeable	complex, coordination/subordination,			
claim(s), establish the significance	parallel structures, appositives,			

		,	
voice.			
RLA.O.12.2.13 Compose an analysis	0	1	NxG separates the type of writing
of a literary selection with precise			requested, and is very specific about
			what a student should be able to do.
authority, to support interpretation of			
the text, and to appeal to the			
audience's interests.			
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	literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the	RLA.O.12.2.13 Compose an analysis of a literary selection with precise literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the	RLA.O.12.2.13 Compose an analysis of a literary selection with precise literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the

counterclaims, reasons, and				
evidence. Develop and justify				
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. Analyze				
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. Establish and				
maintain a formal style and				
objective tone while attending to the				
norms and conventions of the				
discipline in which they are writing.				
Provide a concluding statement or				
section that follows from and				
supports the argument presented.				
ELA.12.W.C5.2. Write	RLA.O.12.2.01 Compose using the	0	1	NxG separates the type of writing
informative/explanatory texts to	five-step writing process (pre-writing,			requested, and is very specific about
examine and convey complex	drafting, revising, editing,			what a student should be able to do.
ideas, concepts, and information	publishing), critique and evaluate			
clearly and accurately through the	narrative, informative, descriptive,			
effective selection, organization,	persuasive and functional writings			
and analysis of content. Introduce	that include a letter of job			
and develop a topic; organize	application, a scholarship			
complex ideas, concepts, and	application/essay, and personal			
information so that each new	letters.			
element builds on that which				
precedes it to create a unified				
whole; include formatting (e.g.,				
headings), graphics (e.g., figures,				
tables), and multimedia when useful				

to aiding comprehension. Elaborate				
on a 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. 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. Use and evaluate				
precise language, domain-specific				
vocabulary, and techniques such as				
metaphor, simile, and analogy to				
manage the complexity of the topic.				
Establish and maintain a formal				
style and objective tone while				
attending to the norms and				
conventions of the discipline in				
which they are writing. 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).				
ELA.12.W.C5.2. Write	RLA.O.12.2.05 Use, plan and	0	1	NxG separates the type of writing
informative/explanatory texts to	incorporate varied note taking skills			requested, and is very specific about
examine and convey complex	to organize and synthesize			what a student should be able to do.
ideas, concepts, and information	information from print and electronic			
clearly and accurately through the	primary and secondary sources			
effective selection, organization,	(e.g., Internet, reference books,			
and analysis of content. Introduce	electronic databases for periodicals			
and develop a topic; organize	and newspapers) into an outline			
complex ideas, concepts, and	(introduction, thesis/hypothesis, main			
information so that each new	points, supporting details/examples,			
element builds on that which	conclusion) to develop a composition		1	

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precedes it to create a unified	or research project.			
whole; include formatting (e.g.,				
headings), graphics (e.g., figures,				
tables), and multimedia when useful				
to aiding comprehension. Elaborate				
on a 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. 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. Use and evaluate				
precise language, domain-specific				
vocabulary, and techniques such as				
metaphor, simile, and analogy to				
manage the complexity of the topic.				
Establish and maintain a formal				
style and objective tone while				
attending to the norms and				
conventions of the discipline in				
which they are writing. 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).				
ELA.12.W.C5.2. Write	RLA.O.12.2.06 Plan, develop, and	0	1	NxG separates the type of writing
informative/explanatory texts to	write a focused research project that			requested, and is very specific about
examine and convey complex	has a clear thesis/hypothesis and			what a student should be able to do.
ideas, concepts, and information	logical progression of ideas			a diadoni diredia de dele te dei
clearly and accurately through the	supported by relevant details with an			
effective selection, organization,	accompanying multimedia			
and analysis of content. Introduce	presentation and/or Web page using			

an accepted format (MLA, APA,			
Chicago, ASA).			
RLA.O.12.2.08 Evaluate the	0	2	NxG separates the type of writing
effectiveness of and apply various			requested, and is very specific about
			what a student should be able to do.
	RLA.O.12.2.08 Evaluate the	RLA.O.12.2.08 Evaluate the effectiveness of and apply various	RLA.O.12.2.08 Evaluate the effectiveness of and apply various

ideas, concepts, and information	sentence links, repetition of key		
clearly and accurately through the	words or phrases, restating of		
effective selection, organization,	main/key ideas, inferred transitions.		
and analysis of content. Introduce			
and develop 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 formatting (e.g.,			
headings), graphics (e.g., figures,			
tables), and multimedia when useful			
to aiding comprehension. Elaborate			
on a 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. 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. Use and evaluate			
precise language, domain-specific			
vocabulary, and techniques such as			
metaphor, simile, and analogy to			
manage the complexity of the topic.			
Establish and maintain a formal			
style and objective tone while			
attending to the norms and			
conventions of the discipline in			
which they are writing. 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).				
ELA.12.W.C5.2. Write	RLA.O.12.2.10 Demonstrate use of	0	1	NxG separates the type of writing
informative/explanatory texts to	precise vocabulary, figurative	· ·	-	requested, and is very specific about
examine and convey complex	language and literary devices to			what a student should be able to do.
ideas, concepts, and information	establish credibility, authority, and			
clearly and accurately through the	authorial voice to suggest an attitude			
effective selection, organization,	toward subject matter, create mood,			
and analysis of content. Introduce	and carefully appeal to the audience:			
and develop a topic; organize	imagery, rhetorical question,			
complex ideas, concepts, and	connotation/denotation, irony			
information so that each new	(situational, dramatic, verbal), setting			
element builds on that which	(geographical, historical, political),			
precedes it to create a unified	symbolism, extended metaphor.			
whole; include formatting (e.g.,				
headings), graphics (e.g., figures,				
tables), and multimedia when useful				
to aiding comprehension. Elaborate				
on a 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. 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. Use and evaluate				
precise language, domain-specific				
vocabulary, and techniques such as				
metaphor, simile, and analogy to				
manage the complexity of the topic.				
Establish and maintain a formal				
style and objective tone while				
attending to the norms and				
conventions of the discipline in				
which they are writing. 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).				
ELA.12.W.C5.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce and develop 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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Elaborate on a 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. 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. Use and evaluate precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while	RLA.O.12.2.09 Revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language: compound-complex, coordination/subordination, parallel structures, appositives, rhetorical questions, word/usage/choice, passive/active voice.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

attending to the norms and conventions of the discipline in which they are writing. 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).  ELA.12.W.C5.2. Write	RLA.O.12.2.12 Use sophisticated	0	1	NxG separates the type of writing
informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce and develop 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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Elaborate on a 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. 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. Use and evaluate precise language, domain-specific vocabulary, and techniques such as	rhetorical appeals and establish a credible authorial voice: consider knowledge and interest of audience, establish credibility, use an effective organizational pattern, locate and interpret parallel structure, antithesis, and narrative pace.	O		requested, and is very specific about what a student should be able to do.

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of the experiences, events, setting,				
and/or characters. Provide a				
conclusion that follows from and				
reflects on what is experienced,				
observed, or resolved over the				
course of the narrative.				
ELA.12.W.C5.3 Write narratives to	RLA.O.12.2.10 Demonstrate use of	0	1	NxG separates the type of writing
develop real or imagined	precise vocabulary, figurative			requested, and is very specific about
experiences or events using	language and literary devices to			what a student should be able to do.
effective technique, well-chosen	establish credibility, authority, and			
details, and well-structured event	authorial voice to suggest an attitude			
sequences. Engage and orient the	toward subject matter, create mood,			
reader by setting out a problem,	and carefully appeal to the audience:			
situation, or observation and its	imagery, rhetorical question,			
significance, establishing multiple	connotation/denotation, irony			
point(s) of view, and introducing a	(situational, dramatic, verbal), setting			
narrator and/or characters; create a	(geographical, historical, political),			
smooth progression of experiences	symbolism, extended metaphor.			
or events. Use narrative				
techniques, such as dialogue,				
pacing, description, reflection, and				
multiple plot lines, to develop				
experiences, events, and/or				
characters. Use and evaluate 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, or				
resolution). Use precise words and				
phrases, telling details, and sensory				
language to convey a vivid picture				
of the experiences, events, setting,				
and/or characters. Provide a				
conclusion that follows from and				
reflects on what is experienced,				
observed, or resolved over the				
course of the narrative.				
ELA.12.W.C5.3 Write narratives to	RLA.O.12.2.08 Evaluate the	0	1	NxG separates the type of writing

the state of the state of the state of	the the second of a selection of			and the first of the same and the same of
develop real or imagined	effectiveness of and apply various			requested, and is very specific about
experiences or events using	forms of transition in a composition:			what a student should be able to do.
effective technique, well-chosen	sentence links, repetition of key			
details, and well-structured event	words or phrases, restating of			
sequences. Engage and orient the	main/key ideas, inferred transitions.			
reader by setting out a problem,				
situation, or observation and its				
significance, establishing multiple				
or events. Use narrative				
techniques, such as dialogue,				
pacing, description, reflection, and				
multiple plot lines, to develop				
experiences, events, and/or				
characters. Use and evaluate 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				
conclusion that follows from and				
reflects on what is experienced.				
	RLA.O.12.2.12 Use sophisticated	0	1	NxG separates the type of writing
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				The state of the s
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point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use and evaluate 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, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a	RLA.O.12.2.12 Use sophisticated rhetorical appeals and establish a credible authorial voice: consider knowledge and interest of audience, establish credibility, use an effective organizational pattern, locate and interpret parallel structure, antithesis, and narrative pace.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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significance, establishing multiple				
point(s) of view, and introducing a				
narrator and/or characters; create a				
smooth progression of experiences				
or events. Use narrative				
techniques, such as dialogue,				
pacing, description, reflection, and				
multiple plot lines, to develop				
experiences, events, and/or				
characters. Use and evaluate 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, or				
resolution). Use precise words and				
phrases, telling details, and sensory				
language to convey a vivid picture				
of the experiences, events, setting,				
and/or characters. Provide a				
conclusion that follows from and				
reflects on what is experienced,				
observed, or resolved over the				
course of the narrative.				
ELA.12.W.C5.3 Write narratives to	RLA.O.12.2.13 Compose an analysis	0	1	NxG separates the type of writing
develop real or imagined	of a literary selection with precise			requested, and is very specific about
experiences or events using	literary terminology (e.g. symbolism,			what a student should be able to do.
effective technique, well-chosen	imagery) to establish credibility and			
details, and well-structured event	authority, to support interpretation of			
sequences. Engage and orient the	the text, and to appeal to the			
reader by setting out a problem,	audience's interests.			
situation, or observation and its				
significance, establishing multiple				
point(s) of view, and introducing a				
narrator and/or characters; create a				
smooth progression of experiences				
or events. Use narrative				
techniques, such as dialogue,				
pacing, description, reflection, and				

multiple plot lines, to develop experiences, events, and/or characters. Use and evaluate 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, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.					
Production and Distribution of Writing					
ELA.12.W.C6.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in objectives 1–3 above.)	RLA.O.12.2.01 Compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	0	2	NxG requires students to write that which is appropriate to task, while current objective gives specific examples.  Specificity is utilized in Text Types and Purposes with a great deal of detail.	
ELA.12.W.C6.2 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. (Editing for conventions should demonstrate command of Language objectives 1-3 up to and including grade 12).	RLA.O.12.2.09 Revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language: compound-complex, coordination/subordination, parallel structures, appositives, rhetorical questions, word/usage/choice, passive/active voice.	0	3	NxG requests for editing specific to purpose and audience.	
ELA.12.W.C6.3 Use technology,	21C.O.9-12.3.TT2 Student works	0	3	NxG asks for update of products and	

including the Internet, to produce,	collaboratively to acquire information			responses to ongoing feedback.
publish, and update individual and	from electronic resources, conducts			
shared writing products in response	online research, and evaluates			
to ongoing feedback, including new	information as to validity,			
arguments or information.	appropriateness, usefulness,			
	comprehensiveness and bias			
Research to Build and Present Kno	wledge			
ELA.12.W.C7.1 Conduct sustained	RLA.O.12.2.05 Use, plan and	0	2	NxG asks students to answer a question
research projects to answer a	incorporate varied note taking skills			or solve a problem.
question (including a self-generated	to organize and synthesize			
question) or solve a problem;	information from print and electronic			
narrow or broaden the inquiry when	primary and secondary sources			
appropriate; synthesize multiple	(e.g., Internet, reference books,			
sources on the subject,	electronic databases for periodicals			
demonstrating understanding of the	and newspapers) into an outline			
subject under investigation.	(introduction, thesis/hypothesis, main			
	points, supporting details/examples,			
	conclusion) to develop a composition			
	or research project.			
ELA.12.W.C7.2 Gather and	21C.O.9-12.3.TT3 Student evaluates	0	1	NxG requests that students not just
synthesize relevant information from	current trends in information			evaluate but synthesize the information
multiple authoritative print and	technology, discusses the potential			selectively for appropriateness and flow
digital sources, using advanced	social, ethical, political, and			of ideas.
searches effectively; assess the	economic impact of these			
strengths and limitations of each	technologies, and analyzes the			
source in terms of the task,	advantages and disadvantages of			
purpose, and audience; integrate	widespread use and reliance on			
information into the text selectively	technology in the workplace and			
to maintain the flow of ideas,	society.			
avoiding plagiarism and	_			
overreliance on any one source and				
following a standard format for				
citation.				
ELA.12.W.C7.3 Draw evidence from	RLA.O.12.2.06 Plan, develop, and	0	1	NxG asks for an application of reading
literary or informational texts to	write a focused research project that			objectives in addition to standard
support analysis, reflection, and	has a clear thesis/hypothesis and			research sources.
research. Apply grade 12 Reading	logical progression of ideas			
objectives to literature (e.g.,	supported by relevant details with an			
"Demonstrate knowledge of	accompanying multimedia			
eighteenth-, nineteenth- and early-	presentation and/or Web page using			

twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply grade 12 Reading objectives to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	an accepted format (MLA, APA, Chicago, ASA).			
ELA.12.W.C7.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 12 Reading objectives to literature (e.g., "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"). Apply grade 12 Reading objectives to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential	RLA.O.12.2.13 Compose an analysis of a literary selection with precise literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the audience's interests.	0	2	NxG includes literary and informational text in this objective.

addresses]").				
Range of Writing				
ELA.12.W.C8.1 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.	RLA.O.12.2.01 Compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	0	2	NxG asks students to write for a range of tasks, purposes and audiences, giving the teacher more autonomy to make those selections as they see need.
	Speaking & Lis	stening		
Comprehension and Collaboration				
ELA.12.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, establish norms and experience various individual roles. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions	RLA.O.10.3.03 Model a variety of roles in various settings to listen actively, understand the intended message, evaluate, enjoy and/or respond to an oral message: critique oral/visual information, relate experiences in third person, collaborate to achieve a goal, mediate to reach a consensus, deliver an extended extemporaneous speech, participate in a panel/round table discussion.	+2	2	NxG goes into detail as to what is expected of the student.

on a topic or issue; clarify, verify,				
and challenge ideas and				
conclusions; and promote divergent				
and creative perspectives.				
Respond thoughtfully to diverse				
perspectives; synthesize and				
evaluate 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.				
ELA.12.SL.C13.1 Initiate and	21C.O.9-12.3.TT2 Student works	0	1	NxG is much more detailed in the
participate effectively in a range of	collaboratively to acquire information			expectations for student achievement.
collaborative discussions (one-on-	from electronic resources, conducts			
one, in groups, and teacher-led)	online research, and evaluates			
with diverse partners on grade 12	information as to validity,			
topics, texts, and issues, building on	appropriateness, usefulness,			
others' ideas and expressing their	comprehensiveness and bias			
own clearly and persuasively.				
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. Work				
with peers to promote civil,				
democratic discussions and				
decision-making, set clear goals				
and deadlines, establish norms and				
experience various individual roles.				
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,				
and challenge ideas and				

conclusions; and promote divergent				
and creative perspectives.				
Respond thoughtfully to diverse				
perspectives; synthesize and				
evaluate 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.				
ELA.12.SL.C13.1 Initiate and	RLA.O.11.3.03 Use verbal and	+1	2	NxG is more detailed regarding student
participate effectively in a range of	nonverbal strategies to listen and			expectations.
collaborative discussions (one-on-	respond for diverse purposes:			
one, in groups, and teacher-led)	comprehension, evaluation,			
with diverse partners on grade 12	expression of empathy, persuasion,			
topics, texts, and issues, building on	mediation, collaboration.			
others' ideas and expressing their				
own clearly and persuasively.				
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. Work				
with peers to promote civil,				
democratic discussions and				
decision-making, set clear goals				
and deadlines, establish norms and				
experience various individual roles.				
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,				
and challenge ideas and				
conclusions; and promote divergent				
and creative perspectives.				

Respond thoughtfully to diverse				
perspectives; synthesize and				
evaluate 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.				
ELA.12.SL.C13.2 Integrate multiple	RLA.O.12.3.06 Properly use private	0	2	NxG specifies using a variety of formats
sources of information presented in	and public information			and indicates students should be able to
diverse formats and media (e.g.,				make decisions and solve problems.
visually, quantitatively, orally) in				
order to make informed decisions				
and solve problems, evaluating the				
credibility and accuracy of each				
source and analyzing any				
discrepancies among the data.				
ELA.12.SL.C13.3 Evaluate	RLA.O.12.3.04 Critique and create	0	1	NxG specifies speakers while 21C WV
speakers' points of view, reasoning,	examples of the wide range of			objective focuses on media
and uses of evidence and rhetoric in	purposes embedded in media			communications.
order to assess the stance,	communications			
premises, links among ideas, word				
choice, points of emphasis, and				
tone used among multiple speakers.				
Presentation of Knowledge and Ide		T	Ī	I
ELA.12.SL.C14.1 Present	RLA.O.12.3.01 Present using the	0	1	NxG asks students to delve deeper and
information, findings, and	transactional process of			for a range of tasks.
supporting evidence, conveying a	communication to include the			
clear and distinct perspective, such	components of speaker, listener,			
that listeners can follow the line of	message, channel, feedback, and			
reasoning, alternative or opposing	noise.			
perspectives are addressed, and				
determine if the organization,				
development, substance, and style				
are appropriate to purpose,				
audience, and a range of formal and				
informal tasks.	DIA 0 40 0 00 DI:			N.O.C.
ELA.12.SL.C14.2 Make strategic	RLA.O.12.3.02 Plan, organize, adapt	0	2	NxG focuses on enhancing
and engaging use of digital media	and deliver a grammatically correct			understandings in addition to creating

(e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  ELA.12.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	presentation using a variety of media (e.g., live performance, video, PowerPoint, Web pages).  RLA.O.12.3.03 Adapt and use verbal and nonverbal strategies to listen for diverse purposes comprehension, evaluation, expression of empathy, persuasion, mediation, collaboration, facilitation.	0	2	NxG focuses on demonstration of a command of formal English in addition to the adaptation of speech.
	Languag	е		
Conventions of Standard English				
ELA.12.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 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.	RLA.O.12.2.09 revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language: compound-complex, coordination/subordination, parallel structures, appositives, rhetorical questions, word/usage/choice, passive/active voice.	0	2	NxG asks for the resolution of issues by utilizing reference materials.
ELA.12.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern	RLA.O.12.2.10 Demonstrate use of precise vocabulary, figurative language and literary devices to establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience: imagery, rhetorical question, connotation/denotation, irony (situational, dramatic, verbal), setting (geographical, historical, political), symbolism, extended metaphor.	0	1	NxG asks for the demonstration when writing and speaking.

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American Usage) as needed.				
ELA.12.L.C15.1 Demonstrate	RLA.O.12.2.11 Use proofreading	0	2	NxG requests that the student
command of the conventions of	and editing strategies to correct			understand when and why usage is
standard English grammar and	errors in and improve organization,			contested.
usage when writing or speaking.	content, usage and mechanics. In			
Apply the understanding that usage	the editing process, integrate print			
is a matter of convention, can	and electronic tools: dictionary,			
change over time, and is sometimes	thesaurus, spell check, grammar			
contested. Resolve issues of	check, thesaurus, Use peer editing			
complex or contested usage,	and collaboration techniques to			
consulting references (e.g.,	correct errors.			
Merriam-Webster's Dictionary of				
English Usage, Garner's Modern				
American Usage) as needed.				
ELA.12.L.C15.2 Demonstrate	RLA.11.2.10 Use proofreading and	+1	3	NxG asks for a review of learned
command of the conventions of	editing strategies to correct errors in			conventions that will allow students to be
standard English capitalization,	and improve organization, content,			more accurate in their writing.
punctuation, and spelling when	usage and mechanics. In the editing			
writing.	process integrate print and electronic			
	tools: spell check, grammar check,			
	thesaurus, dictionary, style sheet or			
	guide readability score.			
Knowledge of Language				
ELA.12.L.C16.1 Apply knowledge	RLA.O.12.2.07 Strategically	0	1	NxG asks for sophisticated knowledge of
of language to understand how	incorporate source material in a			language in reading complex texts.
language functions in different	variety of ways, demonstrating a			
contexts, to make effective choices	sophisticated understanding of the			
for meaning or style, and to	ethics of writing: directly quoting,			
comprehend more fully when	paraphrasing, summarizing, using			
reading or listening and varying	ellipses.			
syntax for effect, consulting	- mp			
references (e.g., Tufte's Artful				
Sentences) for guidance as needed;				
apply an understanding of syntax to				
the study of complex texts when				
reading.				
ELA.12.L.C16.1 Apply knowledge of	RLA.O.12.2.09 Revise, edit and	0	1	
language to understand how	strategically employ a variety of	· ·	•	
language functions in different	sentence structures to improve			
contexts, to make effective choices	variety and create more precise and			
contexts, to make chective endices	varioty and ordate more procise and			

for meaning or style, and to comprehend more fully when reading or listening and varying syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	concise language: compound- complex, coordination/subordination, parallel structures, appositives, rhetorical questions, word/usage/choice, passive/active voice.			
Vocabulary Acquisition and Use ELA.12.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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. 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).	RLA.O.10.1.10 Extend vocabulary by developing and using new terms and phrases found in reading classical literature and informational texts using various strategies: context clues, affixes, suffixes, multiple meanings, etymologies.	+2	3	NxG takes the usage of vocabulary a step further by asking students to research not only usage and phrases but also their patterns, inferred meanings, position and function.
ELA.12.L.C17.2 Demonstrate understanding of figurative	RLA.O.12.2.10 Demonstrate use of precise vocabulary, figurative	0	1	NxG is focused on relationships and nuance.

language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their influence in the text. Analyze nuances in the meaning of words with similar denotations.	language and literary devices to establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience: imagery, rhetorical question, connotation/denotation, irony (situational, dramatic, verbal), setting (geographical, historical, political), symbolism, extended metaphor.			
ELA.12.L.C17.3 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	RLA.O.12.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.	0	2	NxG asks for vocabulary to be utilized in a variety of situations at the college and career readiness level.