CROSSWALK

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 21st 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 21st 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 21st 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

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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 5th grade.
Craft and Structure				
ELA.K.R.C2.1 Ask and answer questions about unknown words in a literary 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.C2.2 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 2nd 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.

	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 illustrator of a text and define the role of each in presenting the ideas or information in a 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.
Integration of Knowledge and Ideas				
ELA.K.R.C3. 1 With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	VA.O.K.6.2 Discuss relationships between art and other disciplines, e.g. illustrations with stories, narrative quilts/story cloths; artworks depicting weather conditions with science.	0	1	NxG WV objective is new for Kindergarten reading. Illustrations and stories are mentioned together in the 21C WV objectives in visual arts.
ELA.K.R.C3.2 (Not applicable to literature)				
ELA.K.R.C3.3 With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.	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 merely between the text and self. 21C WV objectives begin this in 5th grade.
ELA.K.R.C3.4 With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	RLA.O.K.3.3 Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).	0	1	NxG WV objective is new for Kindergarten reading. Describing relationships between illustrations and the text is not addressed in 21C WV objectives.
ELA.K.R.C3.5 With prompting and support, identify the reasons an author gives to support points in a literary or informational text.	RLA.O.5.1.6 Determine main ideas and locate supporting details in literary passages and informational texts.	-5	1	NxG WV objective requires kindergarteners to expand their understanding of author and illustrator.
ELA.K.R.C3.6 With prompting and support, identify basic similarities in, and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).	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 merely between the text and self. 21C WV objectives begin this in 5th grade.
Range of Reading and Level of Text Complexity				

ELA.K.R.C4.1 Actively engage in group reading activities of literary texts with purpose and understanding.			0	NxG WV objective is new for Kindergarten. Setting the purpose and seeking understanding is now the responsibility of the student.
ELA.K.R.C4.2 Actively engage in group reading activities of informational texts with purpose and understanding.			0	NxG WV objective is new for Kindergarten. Setting the purpose and seeking understanding is now the responsibility of the student.
Print Concepts				
ELA.K.R.C5.1 Demonstrate understanding of the organization and basic features of print. Follow 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.	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, spaces, turn pages left to right, one-to-one match of print and voice, difference between words and letters.	0	2	NxG WV objective separates book parts from concepts of print.
ELA.K.R.C5.1 Demonstrate understanding of the organization and basic features of print. Follow 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.	RLA.O.K.1.5 Name all lower/upper case letters in random order.	0	2	NxG WV objective is more concise. One objective with bullets takes the place of 4 or more objectives.
Phonological Awareness				
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	RLA.O.K.1.1 Segment words into phonemes (cat = /c/ /a/ /t/)	0	2	NxG WV objective introduces rhyming words as a new skill.

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.[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 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 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.	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.
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.

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 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 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.	RLA.O.K.1.4 Use basic elements of 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 specific. One objective with bullets takes the place of 4 or more objectives.
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 sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with	RLA.O.1.1.3 Substitute, delete and manipulate beginning and ending phonemes	-1	2	NxG WV objective includes adding and substituting sounds in words, a phonological skill added to the Kindergarten objectives.

/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 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.K.1.4 Use basic elements of 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 grade-level phonics and word	RLA.O.K.1.6 Read level-appropriate sight words and read decodable c-v-	0	2	NxG WV objective requires students to 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				
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., *My favorite book is...*).	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

loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	phonetically spelled words, telling, dictating, making lists).			thought process is emphasized while his writing is supported.
Production and Distribution of Writing				
ELA.K.W.C10.1 (Begins in grade 3)				
ELA.K.W.C10.2 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	RLA.O.K.2.3 Begin to compose written works using appropriate parts of the writing process (e.g., initial attention to planning and drafting class publishing).	0	1	NxG WV objective includes the skill of collaboration and again emphasizes the student thought process as he writes in more detail.
ELA.K.W.C10.3 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	21C.O.PK-2.2.TT.3 Student identifies different purposes among software applications (e.g., puzzles, writing tools, graphing tools, concept 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).	0	1	NxG WV objective includes the skills of collaboration and inquiry as applied to writing.
Research to Build and Present Knowledge				
ELA.K.W.C11.1 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	RLA.O.K.2.7 Use a variety of sources to gather information in sharing thoughts and ideas (e.g., pictures, charts and graphs, electronic resources).	0	2	NxG WV objective includes the skills of collaboration and inquiry to emphasize the thought process leading to expressing an opinion.
ELA.K.W.C11.2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	RLA.O.K.2.7 Use a variety of sources to gather information in sharing thoughts and ideas (e.g., pictures, charts and graphs, electronic resources).	0	1	NxG WV objective includes the skills of collaboration and inquiry to emphasize the thought process leading to answering questions based on research or experiences.
ELA.K.W.C11.3 (Begins in grade 4)				
Range of Writing				
ELA.K.W.C12.1 (Begins in grade 3)				

Speaking & Listening				
Comprehension and Collaboration				
ELA.K.SL.C13.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* 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 multiple exchanges.	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.
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 Ideas				
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*. 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*. 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*. 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.	frequency words appropriate to grade level).			
Knowledge of Language				
ELA.K.L.C16.1 (Begins in grade 2)				
Vocabulary Acquisition and Use				
ELA.K.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on kindergarten reading and content*. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). 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.			0	NxG WV objective is new for Kindergarten; it mirrors others in that student understanding is emphasized.
ELA.K.L.C17.2 With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the 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			0	NxG WV objective is new for Kindergarten; it mirrors others in that student understanding is emphasized. Students need to think deeply and apply what they learn by demonstrating new vocabulary.

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.

Students deserve it • The world demands it

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 21st 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.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.	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. NxG WV objective focuses on key details, while the 21C WV objective focuses on literary and interpretive questions.
ELA.1.R.C1.5 Identify the main topic and retell key details of an informational text.	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	The NxG WV objective focuses on identifying main idea and key details, while the 21C WV Objective includes 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 Ideas				
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

	entertain, to inform, and to determine a specific viewpoint.			intent.
ELA.1.R.C3.6 Identify basic similarities in, and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).	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 compares and contrasts two informational texts, while the 21C WV objective specifies additional comprehension strategies used to understand literary and informational texts.
Range of Reading and Level of Text Complexity				
ELA.1.R.C4.1 With prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts.	RLA.O.1.1.11 *Read* familiar stories, poems, rhymes and passages with fluency: appropriate rate, accuracy, prosody.	0	1	NxG WV objective provides students with prompting and support, but the text complexity must be at grade level.
ELA.R.C4.2 With prompting and support, read informational texts appropriately complex for grade 1 in informational texts.	RLA.O.1.1.11 *Read* familiar stories, poems, rhymes and passages with fluency: appropriate rate, accuracy, prosody.	0	1	NxG WV objective provides students with prompting and support, but the text complexity must be at grade level.
Print Concepts				
ELA.1.R.C5.1 Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	RLA.O.1.1.10 Determine and describe how print is organized and read (e.g., author, illustrator, difference between letters, words, sentences, purpose of capitalization or punctuation).	0	2	NxG WV objective focuses on the organization of basic print features, and the 21C WV (from the second grade) objective also focuses on print features such as sentences, capitalization and punctuation. NxG WV objective requires 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 understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce	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	NxG WV objective requires students to demonstrate understanding of spoken words, syllables and sounds. 21C WV objective is a second grade objective. It requires students to use basic elements of phonetic analysis to decode unknown words, which implies that the words are being read and not spoken. Both 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).				sounds, consonant blends, and initial/final sounds.
ELA.1.R.C6.1 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable 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).	RLA.O.1.1.2 Blend and segment the phonemes of most one-syllable words.	0	1	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 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.

inflectional endings. Recognize and read grade-appropriate irregularly spelled words.				
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 inflectional endings. Recognize and read grade-appropriate irregularly spelled words.	RLA.O.2.1.3 Identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).	-1	1	While the NxG WV objective focuses on phonetic analysis (not structural analysis), the common elements between these objectives include using syllables, and spelling patterns.
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	RLA.O.1.1.7 Understand level appropriate sight words and vocabulary (e.g., high frequency words, antonyms, synonyms, multiple meaning words).	0	1	NxG WV objective includes recognizing and reading grade-appropriate irregularly spelled words (in the last bullet). This 21C WV objective requires students to recognize and read grade level appropriate sight words and high frequency words.

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 Writing				
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 Knowledge				
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.

gather information from provided sources to answer a question.	informational books, pictures, charts, graphs).			
ELA.1.W.C11.3 (Begins in grade 4.)				
Range of Writing				
ELA1.W.C12.1 (Begins in grade 3.)				
<td colspan="5" align="center">**Speaking & Listening**</td>
Comprehension and Collaboration				
ELA.1.SL.C13.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* 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 to clear up any confusion about the topics and texts under discussion.	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.
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 Ideas				
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.
Language				
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; 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.	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.	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.
Knowledge of Language				

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 *grade 1 reading and content*, 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., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	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 21st 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 and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) in literary text supply rhythm and meaning in a story, poem, or song.	RLA.0.2.1.06 Read familiar stories, poems and passages with fluency: appropriate rate, accuracy, prosody.	0	1	NxG WV objective expects students to 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 *grade 2 topic or subject area*.	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 *grade 2 topic or 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 Complexity				
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 and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range	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.
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-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 words.	RLA.0.2.1.01 Identify and practice basic elements of phonetic analysis: syllabication, diphthongs, digraphs, variant vowel sounds such as r-controlled.	0	3	NxG WV objective aligns well with the 21C WV objective.
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	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	3	NxG WV objective aligns well with the 21C WV objective.

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 words.	RLA.0. 2.1.03 Identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).	0	3	NxG WV objective aligns well with the 21C WV objective.
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 words.	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.
Fluency				
ELA.2.R. C8.1 Read with sufficient accuracy and fluency to support comprehension. Read on-level text	RLA.0.2.1.06 Read familiar stories, poems and passages with fluency: appropriate rate,	0	3	NxG WV objective aligns well with the 21C WV objective.

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.	accuracy, prosody.			
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.

Writing				
Text Types and Purposes				
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.				
Production and Distribution of Writing				
ELA.2.W.C10.1 (Begins in grade 3)				
ELA.2.W.C10.2 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	RLA.0.2.2.04 Construct a story using the five-step writing process: pre-writing, draft, revise, edit, publish.	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.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.0.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.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.	RLA.0.2.3.03 Access media tools to create an oral or visual presentation (e.g., desktop publishing, electronic resources, photos).	0	3	NxG WV objective aligns well with the21C WV objective.
Research to Build and Present Knowledge				
ELA.2.W.C11.1 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	RLA.0.2.2.09 Compose a variety of forms and genres for different audiences (e.g., journals, letters, stories, simple reports).	0	2	NxG WV objective designates collaborative projects, while the 21C WV objective does not imply collaborative work for researching and producing writing projects.
ELA.2.W.C11.1 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	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 engines) to locate information for classroom assignments and is able to identify the author and purpose for each source listed.	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.W.C11.2 Recall information from experiences or gather information from provided sources to answer a	RLA.0.2.2.11 Use a variety of sources to gather information to communicate with others (e.g.,	0	3	NxG WV objective aligns well with the 21C WV objective.

question.	dictionaries, informational books. Pictures, charts, indexes, videos, television programs, guest speakers, graphic organizers).			
ELA.2.W.C11.3 (Begins in grade 4)				
Range of Writing				
ELA.2.W.C12.1 (Begins in grade 3)				
Speaking & Listening				
Comprehension and Collaboration				
ELA.2.L.C13.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. 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). 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.	21C.0.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.	0	3	NxG WV objective aligns well with the 21C WV objective.
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 an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	21C.O.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.L.C14.2 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	RLA.0.2.3.03 Access media tools to create an oral or visual presentation (e.g., desktop publishing, electronic resources, photos).	0	3	NxG WV objective aligns well with the 21C WV objective.
ELA.2.L.C14.3 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	21C.0.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.	0	2	NxG WV objective aligns well with the 21C WV objective.
Language				
Conventions of Standard English				
ELA.2.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., *group*). Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). Use 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	21C.0.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.	0	2	NxG WV objective aligns well with the 21C WV objective.

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 of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., *group*). Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). Use 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).*	RLA.0.2.2.08 Use grammar in written composition (e.g., correct subject/verb agreement, simple adjectives, adverbs).	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	RLA.0.2.2.05 Use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level lists, use letter/sound relationships to spell independently, spell irregular words, transition from phonetic to conventional spelling).	0	3	NxG WV objective portion addressing spelling aligns well to the 21C WV objective addressing the same.

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.

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.				
Knowledge of Language				
ELA.2.L.C16.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	21C.O.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.	0	3	NxG WV objective aligns well with the 21C WV objective.
Vocabulary Acquisition and Use				
ELA.2.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. 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.	RLA.0.2.1.04 Apply explicitly taught vocabulary words in oral and written experiences.	0	3	The NxG WV objective aligns well with the 21C WV objective.
ELA.2.L.C17.1 Determine or clarify the meaning of unknown and	RLA.0.2.1.03 Identify and practice basic elements of structural analysis	0	3	NxG WV objective aligns well with the 21C WV objective.

multiple-meaning words and phrases based on *grade 2 reading 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.	to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).			
ELA.2.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. 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	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.

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 21st 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.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.

ELA.3.R.C2.2 Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	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	1	Instead of only recognizing genre as in the 21C WV objective, the NxG WV objective requires the student to discover the parts of each genre and how each part builds on earlier sections.
ELA.3.R.C2.3 Distinguish their own point of view from that of the narrator or those of the characters in a literary text.	RLA.O.3.1.4 Describe a purpose for reading: for information, for pleasure, to understand a specific viewpoint.	0	1	NxG WV objective requires the student to distinguish own point of view instead of understanding a specific viewpoint as in the 21C WV objective.
ELA.3.R.C2.3 Distinguish their own point of view from that of the narrator or those of the characters in a literary text.	RLA.O.3.1.10 Compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.	0	3	NxG WV objective aligns to this 21C WV objective.
ELA.3.R.C2.4 Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a *grade 3 topic or subject area*.	RLA.O.3.1.1 Identify and practice appropriate sight words and content vocabulary	0	3	NxG WV objective aligns to this 21C WV objective.
ELA.3.R.C2.5 Use informational text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	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	2	NxG WV objective adds newer search tools such as sidebars and hyperlinks.
ELA.3.R.C2.6 Distinguish their own point of view from that of the author of an informational text.	RLA.O.3.1.4 Describe a purpose for reading: for information, for pleasure, to understand a specific viewpoint.	0	1	NxG WV objective creates a higher order thinking opportunity for the student to distinguish own point of view.
Integration of Knowledge and Ideas				
ELA.3.R.C3.1 Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	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	2	NxG WV objective allows the student to explain how aspects of illustrations contribute to text.
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 Text Complexity				
ELA.3.R.C4.1 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RLA.O.3.1.15 Increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text	0	3	NxG WV objective aligns to this 21C WV objective.
ELA.3.R.C4.2 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RLA.O.3.1.15 Increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	0	3	NxG WV objective aligns to this 21C WV objective.
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 grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.	RLA.O.3.2.5 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 apply phonics or word analysis skills to understand prefixes, suffixes, Latin suffixes, multisyllabic words, and irregularly spelled words.
ELA.3.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.	RLA.O.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.	-4	1	NxG WV objective uses word analysis skills to decode words with Latin suffixes.

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.	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 an opinion piece. The 21C WV objective was not specific with the type of writing the student needed to produce.
ELA.3.W.C9.2 Write	RLA.O.3.2.04 Develop proper	0	1	NxG WV objective requires the student to

informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., *also, another, and, more, but)* to connect ideas within categories of information. Provide a concluding statement or section.	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.			write an informative piece. The 21C WV objective was not specific with the type of writing the student needed to produce.
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 Knowledge				
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.

provided categories.				
ELA.3.W.C11.3 (Begins in Grade 4)				
Range of Writing				
ELA.3.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.	RLA.4.2.04 Compose a written composition from a prompt using the writing process in a timed and un-timed setting.	-1	1	Writing routinely over an extended period is a brand new concept in the NxG WV CSOs.
Speaking & Listening				
Comprehension and Collaboration				
ELA.3.SL.C13.1 Engage effectively in a range of collaborative 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 topics 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.	21C.O.3-4.2.TT.2 Student collaborates with peers, experts and others using telecommunications and online resources (e.g., e-mail, online discussions) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.	0	1	NxG WV objective builds the foundation for collaborative discussions.
ELA.3.SL.C13.1 Engage effectively	RLA.O.3.1.03 Apply tiered levels of	0	1	NxG WV Objective builds the foundation

in a range of collaborative 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 topics 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.	vocabulary in speaking and reading experiences			for collaborative discussions.
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.	RLA.O.3.3.01 Listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension, recount personal experiences, imagine beyond the literary form).	0	1	NxG WV Objective requires a student to determine main idea and supporting details while having text read aloud.
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.	RLA.O.3.3.02 Distinguish different 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.
.ELA.3.SL.C13.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			0	NxG WV objective is a brand new concept.

Presentation of Knowledge and Ideas				
ELA.3.SL.C14.1 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	RLA.O.3.3.01 Listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension, recount personal experiences, imagine beyond the literary form).	0	1	NxG WV objective requires the student to report or recount on a topic while speaking clearly at an understandable pace.
ELA.3.SL.C14.2 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	RLA.O.3.3.03 Create an age appropriate media literacy product that reflects understanding of format and characteristics	0	1	NxG WV objective requires the student to create an audio recording.
ELA.3.SL.C14.3 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	21C.O.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.	+1	0	NxG WV objective requires the student to speak in a complete sentence when appropriate to task.
Language				
Conventions of Standard English				
ELA.3.L.C15.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of nouns, 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., *childhood*). 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	RLA.O.3.2.08 produce appropriate grammar in written composition	0	1	NxG WV objective demonstrates command of the conventions of Standard English grammar. The student is required to demonstrate the conventions when writing or speaking.

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 command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of nouns, 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., *childhood*). 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	RLA.O3.2.02 Identify and produce a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs, correct use of regular and irregular verbs, avoiding run-on sentences and fragments).	0	3	NxG WV objective aligns to this 21C WV objective.
ELA.3.L.C15.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of nouns, 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., *childhood*). Form and use	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 demonstrates command of the conventions of Standard English grammar. The student is required to demonstrate the conventions when writing or speaking.

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.<mark>*</mark> 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., h*itting, 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.	use dictionaries, encyclopedias, newspapers, electronic resources).			of Standard English capitalization, punctuation, and spelling when writing. The specific requirements are listed in the objective.
Knowledge of Language				
ELA.3.L.C16.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written Standard English.	RLA.O.5.3.1 Exhibit effective oral communication skills (e.g., rate, audience, etiquette, Standard English) through the presentation of readers' theater, choral reading, personal narratives, recitations (poetry, historical documents), dramatizations.	-2	1	NxG WV objective requires the student to use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use				
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	RLA.O.4.1.1 Identify and practice appropriate vocabulary: multiple meaning words synonyms, antonyms, homonyms, content area vocabulary, context clues.	-1	1	NxG WV objective incorporates strategies to find the meaning of vocabulary words such as context clues, affixes, root words and dictionary skills.

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 *grade 3 reading 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.

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 understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral 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*).	RLA.O.3.1.11 Identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).	0	1	NxG WV objective requires the student to demonstrate understanding of word relationships and word meanings including nonliteral meanings.
ELA.3.L.C17.3 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	RLA.O.3.1.02 Identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).	0	1	NxG WV Objective requires the student to acquire and use grade appropriate words in conversation.
ELA.3.L.C17.3 Acquire and use accurately grade-appropriate	RLA.O.3.1.03 Apply tiered levels of vocabulary in speaking and reading	0	1	NxG WV objective requires the student to acquire and use grade appropriate words

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

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				
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.

	sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.			
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).	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.

	sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.			
Craft and Structure				
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.4.1.01 Identify and practice appropriate vocabulary: multiple meaning words, synonyms, antonyms, homonyms, content area vocabulary, context clues.	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.C2.1 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*.	antonyms, homonyms, content area vocabulary, context clues.			develop vocabulary. However, the NxG WV objectives do list the specific vocabulary skills in the Language cluster.
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*.	RLA.O.4.1.04 Apply and generate tiered levels of vocabulary in speaking and reading experiences.	0	1	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				
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)				
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, non-verbal 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 Text Complexity				
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 high end of the range.	directions, captions, electronic resources, labels, information texts).			
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., f*or 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 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.	paragraphs, transitional and descriptive words.			
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 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.	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 a narrative composition, while the 21C WV objective does not give specific requirements for narrative writing.
Production and Distribution of Writing				
ELA.4.W.C10.1 Produce clear and coherent writing in which the development and organization are	RLA.O.4.2.07 Develop a composition that demonstrates an awareness of the intended audience	0	1	NxG WV objective addresses appropriate task, purpose, and audience when writing, while the 21C WV objective only makes

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 Knowledge				
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				
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) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	writing process in a timed and un-timed setting.			time and for specific tasks, purposes, and audiences. The 21C WV Objective does not provide specific requirements for time, task, purpose, or audience.
Speaking & Listening				
Comprehension and Collaboration				
ELA.4.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 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 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.	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	The NxG WV Objective focuses on different types of collaborative discussions, being prepared for and establishing norms for discussions, while the 21C WV Objective does not stress the idea of preparedness or norms for discussions.
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.	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.

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.	RLA.O.4.3.02 Distinguish a variety of messages conveyed through visual media (e.g., internet, database, email, electronic resources, online research).	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.
ELA.4.SL.C13.3 Identify the reasons and evidence a speaker provides to support particular points.	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 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 Ideas				
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				
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.

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*).				
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.4.2.09 Use editing strategies to correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and grammar.	0	1	NxG WV objective identifies specific areas of punctuation taught at this grade level, though all elements of punctuation need continuous reinforcement. The 21C WV objective does ask students to correct errors in capitalization and punctuation without identifying specific types of punctuation.
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 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	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.
Knowledge of Language				
ELA.4.L.C16.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect.	RLA.O.4.3.03 Recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).	0	1	NxG WV objective clearly defines conventions of writing, speaking, reading, or listening, while the 21C objective addresses communication skills in a broad sense.

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 *grade 4* 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., *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.	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 *grade 4* 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., *telegraph, photograph, autograph*). 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.

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 the meaning of unknown and multiple-meaning words and phrases based on *grade 4* 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., *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	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	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 *grade 4* 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., *telegraph, photograph, autograph*). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print	RLA.O.4.2.11 Use reference skills to identify words.	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.

and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases				
ELA.4.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and 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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).	RLA.O.4.1.11 Distinguish between the ways in which language is used in literary texts: simile, metaphor, idioms, analogies, puns.	0	1	NxG WV objective lists specific types of figurative language and includes adages and proverbs. The 21C WV objective also lists specific types of figurative language, but includes analogies and puns, rather than adages and proverbs.
ELA.4.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and 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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).	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 lists the use of antonyms and synonyms to understand word relationships, while the 21C WV objective lists the use of antonyms and synonyms for vocabulary acquisition.
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 21st 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.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.	<mark>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.</mark>			
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 5th grade. 21C WV objective introduces this skill in the eighth grade.

	maps, tables or timelines, textual features including table of contents, headings or side bars).			
Craft and Structure				
ELA.5.R.C2.1 Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.	RLA.O.7.1.8 Examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text.	-2	2	NXG WV objective has fifth graders determining meaning of words and phrases.
ELA.5.R.C2.2 Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem.			0	NxG WV objective clearly defines the manner in which students should understand the structure of a literary text. 21C WV objective does not address this skill, in a clear and explicit manner.
ELA.5.R.C2.3 Describe how a narrator's or speaker's point of view influences how events are described in a literary text.	RLA.O.9.1.8 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.	-4	2	NxG WV objective addresses how a speaker's point of view influences how events are described.
ELA.5.R.C2.4 Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a *grade 5 topic or subject area*.	RLA.O.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.	-2	1	NxG WV objective relates domain specific words, which may include Greek and Latin words as long as they are domain specific.
ELA.5.R.C2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts.	RLA.O.5.1.10 Compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts.	0	2	NxG WV objective is more specific and requires deeper understanding of the concept.
ELA.5.R.C2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they	SS.O.8.1.5 Organize and provide examples of multiple points of view about selected public issues and evaluate the influence of diverse	-3	1	21C WV objective does not address this as a language arts skill. This is presented in the eighth grade as a social studies 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 Ideas				
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).			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.
ELA.5.R.C3.2. (Not applicable to 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 Text Complexity				
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 year; read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band, independently and proficiently.	RLA.O.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.	-6	2	NxG WV objective provides for the skill to be taught at a deeper level at an earlier age. This skill is taught consistently throughout the curriculum to provide a continued emphasis on the level of text complexity being taught.
Print Concepts				
Does not apply				
Phonological Awareness				
Does not apply				
Phonics and Word Recognition				
ELA.5.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words. a. 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.S.5.1 Reading Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by • identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and • selecting a wide variety of literature and diverse media to develop independence as readers.	0	3	The two standards align.
Fluency				
ELA.5.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	RLA.O.4.1.5 Read fluently with appropriate rate, accuracy and prosody.	+1	3	NxG WV objective is more specific and addresses the content in a manner that gives specific skills and expectations for student learning.

understanding, rereading as necessary.				

<table>
<tr><td colspan="5" align="center">Writing</td></tr>
<tr><td colspan="5">Text Types and Purposes</td></tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>0</td>
<td>3</td>
<td>All steps of the writing process are included in both standards; however, the NxG WV objective organizes the skills according to purpose for writing.</td>
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<tr>
<td>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</td>
<td>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.</td>
<td>0</td>
<td>3</td>
<td>All steps of the writing process are included in both standards; however, the NxG WV objective organizes the skills according to purpose for writing.</td>
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</table>

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 develop real or imagined 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 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.	RLA.O.5.2.4 Use the five-step Writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter).	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.
Production and Distribution of Writing				
ELA.5.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.5.2.4 Use the five-step Writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter).	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.C10.2 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	RLA.O.5.2.1 Use the five-step Writing process (pre-Writing, drafting, revising, editing, publishing) to generate topics, plan and develop	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.

editing, rewriting, or trying a new approach.	a 3 – 5 paragraph composition.			
ELA.5.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 two pages in a single sitting.	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	NxG WV objective provides students the opportunity to elicit guidance and support, collaboration with others, knowledge and use of keyboarding skills, and a specific number of pages required to type in a single sitting.
Research to Build and Present Knowledge				
ELA.5.W.C11.1 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	RLA.O.5.2.6 Select and use a variety of resource materials to plan and deliver a short research project, citing references.	0	3	Both standards align.
ELA.5.W.C11.2 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	RLA.O.8.2.9 Select and use a variety of resource materials to plan, develop, and deliver a research project (5 pages) with documented sources, using multiple computer-generated graphic aids.	-3	2	NxG WV objective introduces the skill at an early age level, thus giving students more time to understand and develop research skills, develop thoughts and ideas, and summarize .and paraphrase information.
ELA.5.W.C11.3 Draw evidence from literary or informational texts to support analysis, reflection, and 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			0	NxG WV objective provides a framework for effective research, analysis, and reflection.

evidence support which point[s]").				
Range of Writing				
ELA.5.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.			0	NxG WV objective provides teachers the opportunity to write for many purposes, including research and reflection for varying audiences and tasks.
Speaking & Listening				
Comprehension and Collaboration				
ELA.5.SL.C13. 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 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 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.	RLA.O.8.3.5 Perform a variety of roles in group discussions: collaboration, facilitation, persuasion.	-3	1	NxG WV objective provides more detailed and deeper understanding of cooperative discussion and group responsibility in participation during discussion. There is a greater student accountability found in the NxG WV objective.
ELA.5.SL.C13.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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	0	3	NxG WV objective includes media formats as well as literary formats, and incorporates a broader range of experiences from which to draw.

	information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).			
ELA.5.SL.C13.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	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 Ideas				
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.
Language				
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 of English (e.g., dialects, registers) used in stories, dramas, or poems.				objectives.
Vocabulary Acquisition and Use				
ELA.5.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5* reading and content, choosing flexibly from a range of strategies. Use context (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.	RLA.O.5.1.2 Use a variety of strategies (e.g., etymology, context clues, affixes, synonyms, antonyms) to increase grade-appropriate vocabulary.	0	2	The NxG WV objectives clearly delineate precise skills students must acquire when understanding multiple-meaning words. It allows teachers to have a clear understanding of student expectations at this level.
ELA.5.L.C17.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, 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.	RLA.O.7.1.8 Examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text.	-2	2	NxG WV objectives set expectations for students to not only examine and interpret figurative language, but also to demonstrate understanding and word nuances.
ELA.5.L.C17.3 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,	RLA.O.5.1.2 Use a variety of strategies (e.g., etymology, context clues, affixes, synonyms, antonyms) to increase grade-appropriate	0	2	NxG WV objectives are very specific to words that signal contrast and logical relationships.

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

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 21st 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

well as how the characters respond or change as the plot moves toward a resolution.				develops with the plot.
ELA.6.R.C1.4 Cite textual evidence to support analysis of what the informational 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.C1.5 Determine a central idea of an informational 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.C1.6 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in an informational text (e.g., through examples or anecdotes).	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 and 21C WV CSO have partial alignment through the common focus on analysis of elaboration.
Craft and Structure				
ELA.6.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 a specific word choice on meaning and tone.	RLA.O.6.1.01 Use connotation and denotation to understand meaning.	0	1	NxG WV Objective raises the level of expectation to include analyzing the impact on tone as well as meaning.
ELA.6.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 a specific word choice on meaning and tone.	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 analyzing the impact on tone as well as meaning.
ELA.6.R.C2.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall	RLA.O.6.1.09 Determine and explain theme by locating supporting details in a literary	0	1	NxG WV Objective raises the level of expectation to include analysis of poetry 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 Ideas				
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 Text Complexity				
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.

	autobiographies, science fiction, tall tales, supernatural tales.			
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)	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

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.

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.				
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.6.2.04 Use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).	0	1	NxG WV Objective is more specific in stating expectations for a formal style.
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.6.2.07 Develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.	0	1	NxG WV Objective is more specific in stating expectations for the concluding statement to follow logically from the presented argument.
ELA.6.W.C9.2 Write	RLA.O.6.2.01 Use correct note	0	1	NxG WV Objective requires mastery of

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; 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.	taking skills organize information into an outline that categorizes information by topic, subtopic and detail.			specified organizational patterns.
ELA.6.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; 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	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 specifies selection and use of details and transition specifically for communicating in the form of informative/explanatory text.

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 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; 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	RLA.O.6.2.04 Use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).	0	1	NxG WV Objective more explicitly describes the characteristics of the informative/explanatory texts students produce.

statement or section that follows from the information or explanation presented.				
ELA.6.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; 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.	RLA.O.6.2.07 Develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph	0	1	NxG WV Objective is more specific in stating expectations for the concluding statement that follows from the information or explanation presented.
ELA.6.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 introducing a narrator and/or	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 raises the level of rigor by requiring development of an organizational sequence that unfolds naturally and logically.

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 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 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	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 specifies development techniques and transitions.

experiences or events.				
ELA.6.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 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.	RLA.O.6.2.05 Use analogies, illustrations, examples, or anecdotes to enhance written communication.	0	1	NxG WV Objective allows more creativity and writer's choice in determining the most appropriate type of example.
Production and Distribution of Writing				
ELA.6.W.C10.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in objectives 1–3 above.)	RLA.O.6.2.04 Use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).	0	2	NxG WV Objective states expectation for writing that is clear and coherent as well as addressing specific purposes and audiences.
ELA.6.W.C10.2 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	RLA.O.6.2.06 Edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.	0	1	NxG WV Objective prompts expectation to try a new approach in addition to editing and working collaboratively.

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

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 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.	RLA.O.6.2.04 Use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).	0	1	NxG WV Objective explicitly states expectation to write in extended as well as shorter periods.

<div align="center">

Speaking & Listening

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Comprehension and Collaboration

ELA.6.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, 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 the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple	RLA 6.3.4 Perform a variety of roles in group discussions including active listener and discussion leader.	0	1	NxG WV Objective more explicitly defines the behaviors of an active listener and discussion leader.

perspectives through reflection and paraphrasing.				
ELA.6.SL.C13.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<mark>RLA 6.3.3</mark> Interpret text in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a speaker, informational video, televised interview, radio news program).	0	2	NxG WV Objective states expectation for students to go beyond comprehension to explanation.
ELA.6.SL.C13.3 Delineate a speaker's argument and specific claims, 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 states expectation for students to go beyond validation to delineation.
ELA.6.SL.C14.1 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	RLA.O.6.3.01 Exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of compositions, personal narratives, brochures, speeches, poetry.	0	1	NxG WV Objective states effective oral communication skills must be utilized for presenting claims and findings.
ELA6.SL.C14.2 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	RLA.O.6.3.05 Create and present an age-appropriate media product that demonstrates format, purpose, and audience	0	1	NxG WV Objective states use of multimedia components for clarifying information.
ELA6.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 6 Language objectives 1 and 3 for specific expectations.)	RLA.O.6.3.01 Exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of compositions, personal narratives, brochures, speeches, poetry.	0	1	NxG WV Objective explicitly states expectation for adapting speech to a variety of contexts and tasks in addition to use of formal English.
Language				
Conventions of Standard English				
ELA.6.L.015.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the	RLA.O.6.2.06 Edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.	0	1	NxG WV Objective articulates specific conventions expected to be mastered at this grade level.

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 command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly	RLA.O.6.2.06 Edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.	0	1	NxG WV Objective articulates specific conventions expected to be mastered at this grade level.
Knowledge of Language				
ELA.6.L.C16.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone.	RLA.O.6.2.06 Edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.	0	1	NxG WV Objective articulates specific conventions expected to be mastered at this grade level.
Vocabulary Acquisition and Use				
ELA.6.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)	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 part a. aligns in the use of context.

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 the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, 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., *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	RLA .0.6.1.02 Use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.	0	1	NxG WV Objective part b. aligns in the use of affixes and roots.

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 21st 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				
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

of what the literary 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.C1.1 Cite several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	7.1.10 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.C1.2 Determine a theme or central idea of a literary text and analyze its 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	2	NxG WV Objective provides a broader range of literary analysis and requires students to summarize their understanding.
ELA.7.R.C1.2 Determine a theme or central idea of a literary text and analyze its development over the course of the text; provide an objective summary of 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.C1.2 Determine a theme or central idea of a literary text and analyze its development over the	7.1.7 Summarize explicit and implied information from literary and informational texts to recognize the	0	1	NxG WV Objective extends student understanding beyond reading summarization and recognition.

course of the text; provide an objective summary of the text.	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).			
ELA.7.R.C1.2 Determine a theme or central idea of a literary text and analyze its 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.C1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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.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.	7.1.4 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.C1.4 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

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.

	features including table of contents, headings or side bars).			
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).	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				
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.

	relationship between graphic aids and text, making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids.			
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.	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).	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.C3.2 (Not applicable to 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 Text 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.

	information gained from previewing text and graphic aids			
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.	7.1.12 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.				
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ELA.7.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, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting	7.2.2 Using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).	0	1	NxG WV Objective is specific about the development of informative/explanatory texts.

(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 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, 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	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 informative/explanatory texts.

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.				
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ELA.7.W.C9.2 Write informative/explanatory texts to	7.2.3 Use analogies, illustrations, examples, or anecdotes to enhance	0	1	NxG WV Objective is specific about the development of informative/explanatory

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, 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.	oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations).			texts.
ELA.7.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, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting	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 informative/explanatory texts.

(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 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, 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	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 informative/explanatory texts.

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 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 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.	<mark>7.2.5</mark> 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 a narrative.
ELA.7.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-	<mark>7.2.3</mark> Use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text,	0	1	NxG WV Objective is specific about the development of a narrative.

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.	illustrations).			
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	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 a narrative.

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 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.	7.2.2 Using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).	0	1	NxG WV Objective is specific about the development of a narrative.
Production and Distribution of Writing				
ELA.7.W.C10.1 Produce clear and coherent writing in which the development, organization, and	7.2.4 Use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to	0	1	NxG WV Objective encompasses a deeper understanding of the writing process as a means to structure writing to

style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in objectives 1–3 above.)	generate topics, plan approaches, and develop expository and persuasive writing tasks: compositions, brochures, display ads, commercials, speeches, poetry.			communicate effectively.
ELA.7.W.C10.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in objectives 1–3 above.)	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 encompasses a deeper understanding of the writing process as a means to structure writing to communicate effectively in a variety of formats.
ELA.7.W.C10.2 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language objectives 1-3 up to and including grade 7.)	7.2.4 Use the five-step writing process (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.	0	1	NxG WV Objective encompasses a deeper understanding of the writing process as a means to strengthen writing and allows for guidance and support from peers and adults during the revision stage.
ELA.7.W.C10.3 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	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 and allows for collaborative learning.
ELA.7.W.C10.3 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	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	2	NxG WV Objective allows students to also assess credibility of sources and paraphrase in a collaborative learning environment.
ELA.7.W.C10.3 Use technology, including the Internet, to produce	7.2.9 Document sources of information using a provided	0	1	NxG WV Objective allows students to 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 Knowledge				
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.

plagiarism and following a standard format for citation.				
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.	7.2.8 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	2	NxG WV Objective allows students to also assess credibility of sources and paraphrase.
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.	7.2.9 Document sources of information using a provided bibliographic format.	0	1	NxG WV Objective allows students to develop a deeper understanding of source information documentation.
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.	7.2.10 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 allows for more critical analysis of resource materials.
ELA.7.W.C11.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grade 7 Reading objectives* to literature (e.g., "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"). Apply *grade 7*	7.2.2 Using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).	0	1	NxG WV Objective allows for higher order thinking skills: analysis, reflection, and research.

Reading objectives to literary nonfiction and other informational 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.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.	7.2.4 Use the five-step writing process (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.	0	1	NxG WV Objective allows for more flexibility in format.
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.	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 allows for a broader range of writing opportunities.

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; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and	7.3.5 Evaluate information to reach consensus in group discussions or settings.	0	1	NxG WV Objective extends student learning opportunity beyond that of coming to a group consensus.

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 ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	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 beyond listening and observing in order to comprehend.
ELA.7.SL.C13.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7.3.5 Evaluate information to reach consensus in group discussions or settings.	0	1	The NxG WV Objective extends student learning opportunity beyond evaluating information to come to consensus.
Presentation of Knowledge and Ideas				
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.	7.2.10 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	The NxG WV Objective extends student learning opportunity beyond the delivery of a research project.
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	7.3.6 Plan, create and present an age-appropriate media product that demonstrates format, purpose, and audience.	0	1	NxG WV Objective broadens its focus to include both the content and the student ability of presenting.

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.
Language				
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.

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*). • Spell correctly				
Knowledge of Language				
ELA.7.L.C16.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	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 encompasses multiple modes of communication.
Vocabulary Acquisition and Use				
ELA.7.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. 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., *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	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.

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 *grade 7 reading and content*, 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., *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 meaning in context or in a dictionary).	<mark>7.1.2</mark> 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	<mark>7.2.5</mark> 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.

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*).	passages.			
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 21st 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 evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.	RLA.O.8.1.13 Use examples and details in practical texts to make inferences and logical predications about outcomes of procedures in such texts.	0	3	Both the NxG WV Objective and the 21C WV Objective pull details from the text to support analysis.
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 meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RLA.O.8.1.01 Compare/contrast connotation and denotation in complex passages to understand and enhance meaning of words, sentences and shorter passages.	0	2	The NxG WV Objective is at a higher level DOK using analysis and impact on tone, allusions, meaning, analogies and text whereas the 21C WV Objective focuses on comparing and contrasting connotation and denotation to enhance meaning.
ELA.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.	RLA.O.8.1.10 Evaluate the effect of figurative language in text.	0	1	The NxG WV Objective addresses both figurative and connotative language effects on specific aspects of text whereas the 21C WV Objective only evaluates the effect of figurative language.
ELA.8.R.C2.2 Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.	RLA.O.8.1.14 Critique the usefulness of the form and content of practical texts and judge the importance of certain steps and procedures in such texts.	0	1	The NxG WV Objective compares and contrasts the structure of two or more texts and analyzes how the differences affect the texts. The 21C WV Objective asks students to critique the structure of one text and judge steps and procedures in one text.
ELA.8.R.C2.3 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in a literary text.	RLA.O.8.1.12 Identify literary technique used to interpret literature: irony, satire, persuasive language, analogies.	0	1	The NxG WV Objective analyzes how differing points of view create suspense and humor. The 21C WV Objective simply asks students to identify situations where the audience and characters have a different point of view (e.g. dramatic irony).
ELA.8.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	RLA.O.8.1.01 Compare/contrast connotation and denotation in complex passages to understand and enhance meaning of words, sentences and shorter passages.	0	1	The NxG WV Objective is at a higher level DOK using analysis and impact on tone, allusions, meaning, analogies and text whereas the 21C WV Objective focuses on comparing and contrasting connotation 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 meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RLA.O.8.1.10 Evaluate the effect of figurative language in text.	0	1	The NxG WV Objective addresses both figurative and connotative language effects on specific aspects of text whereas the 21C WV Objective only evaluates the effect of figurative language.
ELA.8.R.C2.5 Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.	RLA.O.8.1.14 Critique the usefulness of the form and content of practical texts and judge the importance of certain steps and procedures in such texts.	0	1	The NxG WV Objective is more specific in analyzing a paragraph and the roles that sentences play in refining a concept whereas the 21C WV Objective asks students to critique an entire text and look at the importance of procedures.
ELA.8.R.C2.6 Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	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 covers author's point of view as well as purpose and addresses conflicting viewpoints specifically informational text. The 21C WV Objective focuses on literary elements and recognizing author's purpose.
Integration of Knowledge and Ideas				
ELA.8.R.C3.1 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RLA.O.8.3.03 Critique oral/visual information presented, relate personal experiences and apply the information to global situations.	0	1	The NxG WV Objective is specific in analyzing how a filmed or live production relates to a text or script whereas the 21C WV Objective simply asks students to critique visual information presented.
ELA.8.R.C3.2 (Not applicable to literature).				
ELA.8.R.C3.3 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works	RLA.O.8.1.04 analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West	0	1	The NxG WV Objective encourages higher order thinking by analyzing how modern fiction draws on a variety of past genres whereas the 21C WV Objective analyzes the defining characteristics of a

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

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 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.	written communication is affected by choices writers make in language, tone and voice.			
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 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	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 informative and explanatory texts that are organized and coherent.

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 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, 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.	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 NxG WV Objective is focused on using the writing process to create a narrative that is well structured and uses descriptive details.
ELA.8.W.C9.3 Write narratives to develop real or imagined experiences or events using	RLA.O.8.2.02 Analyze how analogies, illustrations, examples, and anecdotes are used to enhance	0	1	The NxG WV Objective uses figurative language and sensory details in the composition of a narrative. The 21C WV

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, 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.	oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations).			Objective requires analysis of figurative language and how it enhances written communication but does not specify narrative writing or the development of narrative writing.
Production and Distribution of Writing				
ELA.8.W.C10.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in objectives 1–3 above).	RLA.O.8.3.07 Plan, create, organize, and present an age-appropriate media product that demonstrates format, purpose, and audience.	0	2	The NxG WV Objective allows a broader opportunity to produce and publish writing whereas 21C WV Objective specifies a media presentation.
ELA.8.W.C10.2 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	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	0	1	The NxG WV Objective has a very specific focus whereas the 21C WV Objective tries to encompass a multitude of tasks within one objective.

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 computer-generated 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 Knowledge				
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 computer-generated 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 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.	information conflicts and validate information through assessing, researching and comparing data.			WV Objective require the evaluation of information and sources. The NxG WV Objective requires a broader use of technology, effective use of search terms, the gathering of information, and it specifically states to avoid plagiarism through citation of quotes and paraphrased data.
ELA.8.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.	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	2	Both The NxG WV Objective and The 21C WV Objective are focused on gathering information from a variety of sources. The NxG WV Objective incorporates assessing credibility of sources and avoiding plagiarism.
ELA.8.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.	RLA.O.8.3.06 Properly use private and public information.	0	1	The NxG WV Objective requires that a student gather and assess data from multiple sources as well as avoid plagiarism while quoting or paraphrasing. The 21C WV Objective implies avoiding plagiarism through proper use of information; however, it is not explicitly stated.
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	RLA.O.8.2.07 Independently resolve information conflicts and validate information through assessing, researching and comparing data.	0	1	The NxG WV Objective is more advanced by asking students to use of information because it is applied to evaluating arguments and using assessment to reason if claims are valid. The NxG WV Objective also requires that the student draw evidence from texts to support analysis, reflection, and research.

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 whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	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.
Range of Writing				
ELA.K.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.	RLA.O.8.2.05 From a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details, and vivid, precise words.	0	1	The NxG WV Objective provides for a broader range of writing opportunities.
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

in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. 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 *grade 8 topics, texts, and issues*, 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: • collaboration • facilitation • persuasion	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, and, when warranted, qualify or justify their own views in light of the evidence presented.				
ELA.8.SL.C13.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	RLA.O.8.3.02 Present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).	0	1	The NxG WV Objective requires analysis of tools and information presented during an oral presentation. It also requires that motives be evaluated. The NxG WV Objective is technologically involved using diverse media formats rather than simple visual aids. The 21st CSO is focused on presentation and use of graphic aids.
ELA.8.SL.C13.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	RLA.O.8.3.04 Listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program).	0	2	Both the NxG WV Objective and the 21C WV Objective analyze in order to evaluate the purpose of information presented in diverse media formats. The NxG WV Objective, however, goes a step further by asking students to evaluate motives behind a presentation.
ELA.8.SL.C13.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	RLA.O.8.3.04 Listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program).	0	1	The NxG WV Objective is more specific in the type of presentation being analyzed. The NxG WV Objective delineates an argument and evaluates information and relevancy. The 21C WV Objective is narrower in that it analyzes all spoken information.
Presentation of Knowledge and Ideas				
ELA.8.SL.C14.1 Present claims and findings, emphasizing salient points	RLA.O.8.3.01 Model effective oral communication skills (e.g., tone,	0	1	The NxG WV Objective requires more 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.	volume, rate, audience, etiquette, standard English) through the presentation of compositions, reports, scripts.			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.
ELA.8.SL.C14.2 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	RLA.O.8.3.02 Present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).	0	1	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.
Language				
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 *grade 8 reading and content*, 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 *grade 8 reading and content*, 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*).				*how* figurative language will be evaluated.
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 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*).	RLA.O.8.1.12 Identify literary technique used to interpret literature: irony, satire, persuasive language, analogies.	0	1	The 21C WV Objective is basic in that it is asking for simple identification and states types of literary techniques to identify. The NxG WV Objective CSO specifies demonstration, which means usage not identification. In addition, The NxG WV Objective elaborates on analogies, connotations, and denotations.
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 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*).	RLA.O.8.2.02 analyze how analogies, illustrations, examples, and anecdotes are used to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations).	0	1	The NxG WV Objective stresses application over analysis. The application aspect is a greater DOK because not only do students need to analyze 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.8.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	RLA.O.8.1.03 Use etymology, context clues, affixes, synonyms or antonyms to increase grade appropriate vocabulary.	0	2	Both The NxG WV Objective and the 21C WV Objective address using grade appropriate vocabulary and increasing vocabulary knowledge. The only difference is that the NxG WV Objective applies the vocabulary to overall 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 21st 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.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

structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	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.			to create effect.
ELA.9.R.C2.3 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RLA.0.9.1.02 Examine the social, historical, cultural and biographical influences on literary and informational texts.	0	3	Both objectives are strong.
ELA.9.R.C2.4 Determine the meaning of words and phrases as they are used in a informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	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	2	The NxG is provides for understanding the author's application of vocabulary usage.
ELA.9.R.C2.5 Analyze 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.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 analysis of author's claims.
ELA.9.R.C2.6 Determine an author's point of view or purpose in an informational text and analyze how an author uses rhetoric to advance that point of view or purpose.	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	3	Both standards require comparable student skills.
Integration of Knowledge and Ideas				
ELA. 9.R.C3.1 Analyze the representation of a literary text of a	RLA.0.10.1.02 Compare and contrast literary styles according to	-1	3	The NxG requires a higher grade-level 21C WV skill.

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).	genre.			
ELA.9.R.C3.2 (Not applicable to 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 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.	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.
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 end of the range.	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.
Writing				
Text Types and Purposes				
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 reasons, between reasons 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 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 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.	RLA.O.9.2.01 Compose narrative, informative, descriptive, persuasive writing from a prompt using the five-step writing process (pre-writing, drafting, revising, editing, publishing).	0	3	The NxG provides more extensive direction on application of objective.

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.9.W.C9.3 Write narratives to develop real 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, 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.	RLA.O.9.2.01 Compose narrative, informative, descriptive, persuasive writing from a prompt using the five-step writing process (pre-writing, drafting, revising, editing, publishing).	0	2	The NxG provides more extensive direction for application of objective.
Production and Distribution of Writing				
ELA.9.W.C10.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	RLA.O.10.2.01 Define topic from assigned subject/prompt and compose narrative, informative, descriptive and persuasive writings	-1	2	The NxG requires a higher grade-level skill in order to adapt writing for a particular audience.

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 Knowledge				
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 computer-generated 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 research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	public/private domain.			
ELA.9.W.C11.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 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").	RLA.O.9.2.04 Identify, evaluate, and analyze a variety of informational media using primary and secondary sources.	0	2	The NxG provides examples for application.
Range of Writing				
ELA.9.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.O.10.2.01 Define topic from assigned subject/prompt and compose narrative, informative, descriptive and persuasive writings 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.	-1	2	The NxG stresses the continuum of writing for improvement.
Speaking & Listening				
Comprehension and Collaboration				

ELA.9.SL.C13.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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 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.9.3.01 Plan, prepare appropriate background information on a specified topic and communicate effectively in different settings (e.g. interpersonal, small group, whole group) and for different purposes to inform, persuade, relate, entertain.	0	1	The NxG includes objectives for the entire communication process with detailed specificity.
ELA.9.SL.C13.2 Integrate multiple sources of information presented in diverse media or formats (e.g.,	RLA.O.10.3.02 Formulate and deliver grammatically correct messages, as well as evaluate and	-1	2	The NxG includes the integration of 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 • determine purpose • make predictions • differentiate fact from opinion • construct meaning of discussion, speech, or media	0	2	The NxG deals primarily with listening and evaluating.
Presentation of Knowledge and Ideas				
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.

Language				
Conventions of Standard English				
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 *grades 9–10 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	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 21st 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

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 and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.	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 provides a broader range of literary analysis and requires a deeper understanding of the text.
ELA.10.R.C1.5 Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational 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.C1.6 Analyze how the author unfolds an analysis or series of complex ideas or events in informational texts, including the order in which the points are made, how they are developed and interact.	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.
Craft and Structure				
ELA.10.R.C2.1 Determine the meaning of multiple-meaning words and phrases as they are used in a 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.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).			NxG WV Objective provides a broader range of literary analysis and requires a deeper understanding of the text.
ELA.10.R.C2.1 Determine the	RLA.O.10.1.8 Interpret and explain	0	1	NxG WV objective extends student

meaning of multiple-meaning words and phrases as they are used in a 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).	the relationships of the literary elements (e.g., setting, plot, point of view, theme, conflict, characterization, voice, tone, mood) within specific genres.			learning opportunity beyond interpretation and explanation of literature using specific literary elements.
ELA.10.R.C2.1 Determine the meaning of multiple-meaning words and phrases as they are used in a 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.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.C2.2 Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.	RLA.O.10.1.7 Interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: symbolism, imagery, irony, satire, cadence, scansion, flashback, foreshadowing, Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement).	0	2	NxG WV objective extends student learning opportunity beyond interpretation and explanation of author's choice of literary devices using specific literary elements.
ELA.10.R.C2.2 Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.	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.C2.3 – Analyze and defend a particular point of view or cultural experience reflected in a	RLA.O.10.1.1. Research and analyze historical, cultural, and biographical influences on literary	0	1	NxG WV objective requires higher level thinking as student learning extends beyond research and analysis.

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.

paragraphs, or larger portions of an informational text (e.g., a section or chapter).	contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.			
ELA.10.R.C2.6 Determine an author's point of view or purpose in an informational text and evaluate how an author uses rhetoric to advance that point of view or purpose.	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 rhetorical techniques as students evaluate the author.
ELA.10.R.C2.6 Determine an author's point of view or purpose in an informational text and evaluate how an author uses rhetoric to advance that point of view or purpose.	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.
Integration of Knowledge and Ideas				
ELA.10.R.C3.1 Analyze the representation of a literary text of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment and why (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	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 extends beyond structural analysis of a text requiring a synthesis of information in the analysis.
ELA.10.R.C3.2 (Not applicable to literature)				
ELA.10.R.C3.3 Analyze and defend 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.O.10.1.1. Research and analyze historical, cultural, and biographical influences on literary and informational texts.	0	1	NxG WV objective requires higher level thinking as student learning extends beyond research and analysis.
ELA.10.R.C3.4 Analyze and defend	RLA.O.10.1.5 Evaluate the author's	0	1	NxG WV Objective extends student

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.	use of specific information in text (e.g., author's purpose/perspective, main/supporting details, specific facts, statistics, definition, figurative/nonfigurative words).			learning opportunity beyond evaluation of a text.
ELA.10.R.C3.4 Analyze and defend 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.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 analysis.
ELA.10.R.C3.5 Delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	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.C3.6 Analyze and defend 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.O.10.1.1. Research and analyze historical, cultural, and biographical influences on literary and informational texts.	0	1	NxG WV objective requires higher level thinking as student learning extends beyond research and analysis.
Range of Reading and Level of Text Complexity				
ELA.10.R.C4.1 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grade 9-10 text complexity band independently and proficiently.	RLA.O.10.1.2 – Compare and contrast literary styles according to genre.	0	1	NxG WV objective is a more holistic method of reading analysis and interpretation of the text.
ELA.10.R.C4.1 By the end of grade 10, read and comprehend literature, including stories, dramas, and	RLA.O.10.1.3 Extend the amount of independent reading with emphasis on fiction and nonfiction.	0	2	NxG WV objective is a more holistic method of reading analysis and interpretation of the text that extends its

poems, at the high end of the grade 9-10 text complexity band independently and proficiently.				focus beyond independent reading.
ELA.10.R.C4.2 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grade 9-10 text complexity band independently and proficiently.	RLA.O.10.1.3 Extend the amount of independent reading with emphasis on fiction and nonfiction.	0	2	NxG WV objective is a more holistic method of reading analysis and interpretation of the text that extends its focus beyond independent reading.
Writing				
Text Types and Purposes				
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 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	RLA.O.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.

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 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.	RLA.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 periodicals and newspapers, print reference materials) into an outline for a composition or research project (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion).	0	2	NxG WV objective is specific about the development of arguments.
ELA.10.W.C9.1 Write arguments to support claims in an analysis of substantive topics or texts, using	RLA.O. 10.2.2 Construct a clearly worded and effectively placed thesis statement to develop a composition	0	1	NxG WV objective is specific about the development of arguments.

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 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.	that addresses the assigned topic.			
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	RLA.O.10.2.6 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.	0	1	NxG WV objective is specific about the development of arguments with focus on claim(s) and counterclaims.

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	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 includes a focus on relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims.

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.

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 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	RLA.O.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 informative/explanatory texts.

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 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	RLA.O. 10.2.2 Construct a clearly worded and effectively placed thesis statement to develop a composition that addresses the assigned topic.	0	2	NxG WV objective is more specific about the introducing the topic of informative/explanatory texts.

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 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.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 periodicals and newspapers, print reference materials) into an outline for a composition or research project (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion).	0	1	NxG WV objective is more specific about the development of informative/explanatory texts.

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 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. Provide a concluding statement or	RLA.O.10.2.6 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.	0	1	NxG WV objective is more specific about the development of informative/explanatory texts.

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 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. Provide a concluding statement or section that follows from	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.

supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				
ELA.10.W.C9.3 Write narratives to develop real 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 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.	RLA.O.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 more specific about the development of a narrative.
ELA.10.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the	RLA.O.10.2.6 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	0	2	The NxG requires a deeper understanding of multiple points of view.

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 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.	and reflective writing.			
Production and Distribution of Writing				
ELA.10.W.C10.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in objectives 1–3 above.)	RLA.O.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	2	NxG WV objective encompasses a deeper understanding of style used during the writing process.
ELA.10.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	RLA.O.10.2.9 revise sentences to create specific effects, variety and more precise and concise language: gerund phrase, participle phrase, infinitive phrase, clauses.	0	1	NxG WV objective encompasses a deeper understanding of the writing process as a means to structure writing to communicate effectively.

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 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 for Language objectives 1-3 up to and including grade 10).	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	2	NxG WV objective includes consideration of purpose and audience when revising and editing.
ELA.10.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 in response to ongoing feedback.	RLA.O.10.3.7 Plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, audience, and choice of medium.	0	2	NxG objective includes use of technology in collaborative learning environment.

Research to Build and Present Knowledge

ELA.10.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.10.2.3 Evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources.	0	1	NxG WV objective goes beyond formulating a research question and extends to inquiry learning.
ELA.10.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;	RLA.10.2.4 Formulate a working research question and identify, organize and consider the relevance of known information to guide further research.	0	1	NxG WV objective goes beyond the process of research writing and extends to inquiry learning.

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 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.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 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.10.2.3 Evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources.	0	1	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.10.2.4 Formulate a working research question and identify, organize and consider the relevance of known information to guide further research.	0	1	NxG WV objective focuses more on the research process than a specific skill.
ELA.10.W.C11.2 Gather relevant	RLA.10.2.5 plan and incorporate	0	1	NxG WV objective focuses more on the

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.	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.
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.
ELA.10.W.C11.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grades 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.

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Speaking & Listening

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Comprehension and Collaboration

ELA.10.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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 sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source in order to make decisions and solve problems.	RLA.O.10.3.2 Formulate and deliver grammatically correct messages, as well as evaluate and 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).	0	2	NxG includes the integration of sources.
ELA.10.SL.C13.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing any fallacious reasoning	RLA.O.10.3.4 Adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to: intended purpose, make	0	2	NxG deals primarily with listening and evaluating.

or exaggerated or distorted evidence.	predictions, construct meaning from discussion, speech, or media, critique presentation.			
Presentation of Knowledge and Ideas				
ELA.10.SL.C14.1 Present information, findings, and supporting evidence, conveying clear and distinct perspective 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.10.3.2 Formulate and deliver grammatically correct messages, as well as evaluate and 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).	0	3	Both objectives are strong.
ELA.10.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.10.3.7 Plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, audience, and choice of medium.	0	3	Both objectives are strong.
ELA.10.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	10.3.2 Formulate and deliver grammatically correct messages, as well as evaluate and 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).	0	3	Both objectives are strong.
Language				
Conventions of Standard English				
ELA.10.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent,	RLA.O.10.2.9 revise sentences to create specific effects, variety and more precise and concise language: gerund phrase, participle phrase, infinitive phrase, clauses.	0	1	The NxG includes editing and the use of style manuals.

dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				
ELA.10.L.C15.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a colon to introduce a list or quotation. 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.	0	2	The NxG addresses writing while the 21C includes revision and editing.
Knowledge of Language				
ELA.10.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*) appropriate for the discipline and writing type.	RLA.O.10.3.2 Formulate and deliver grammatically correct messages, as well as evaluate and 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).	0	2	The NxG includes editing and the use of style manuals.
ELA.10.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*) appropriate for the discipline and writing type.	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	2	The NxG includes editing and the use of style manuals
Vocabulary Acquisition and Use				
ELA.10.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and	RLA.O.10.1.10 Extend vocabulary by developing and using new terms and phrases found in reading classical	0	2	The NxG provides for the use of print and digital sources along with meaningful 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 preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	literature and informational texts using various strategies: context clues, affixes, suffixes, multiple meanings, etymologies.			
ELA.10.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.10.1.7 Interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: symbolism, imagery, irony, satire, cadence, scansion, flashback, foreshadowing, Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement).	0	2	The NxG requires an understanding of higher-level literary devices.
ELA.10.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;	RLA.O.10.3.4 Adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to: intended purpose, make predictions, construct meaning from discussion, speech, or media,	0	1	The NxG addresses skills in all four domains – reading, writing, speaking and listening.

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

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 21st 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

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

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.

convincing, and engaging.				
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.11.1.9 Evaluate and justify the effectiveness of organizational patterns (e.g., problem-solution, cause-and-effect), textual features, graphical representations (e.g., tables, timelines, captions, maps, photographs) and ideas in informational and literary texts for intent and purpose.	0	2	NxG focuses more on structure.
ELA.11.R.C2.6 Determine an author's point of view or purpose 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 text.	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 focuses on the effectiveness of the text while the 21C WV looks at the style analysis.
ELA.11.R.C2.6 Determine an author's point of view or purpose 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 text.	RLA.11.1.12 Evaluate persuasive language and techniques in literature and informational texts for intent, purpose, and effectiveness.	0	3	NxG expands on how style and content impact overall effect.
Integration of Knowledge and Ideas				
ELA.11.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), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			0	There is no 21C objective to match this NxG objective.
ELA.11.R.C3.2 (Not applicable to literature)				
ELA.11.R.C3.3 Demonstrate knowledge of eighteenth-,	RLA.11.1.1 Research, analyze, and evaluate the historical, cultural,	0	2	NxG asks readers to examine how topics 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., *The Federalist*, 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., *The Federalist*, presidential addresses).				
ELA.11.R.C3.6 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	RLA.11.1.3 Increase the amount of independent reading with emphasis on classic American, British and World Literature, and informational texts.	0	1	NxG asks students to not only increase reading, but to do so for a specific purpose.
ELA.11.R.C3.6 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	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	3	NxG focuses on informational documents while 21C focuses on literary devices.
ELA.11.R.C3.6 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	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	1	NxG is asking students to read specific documents while 21C wants students to use knowledge of history.
Range of Reading and Level of Text Complexity				
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	RLA.11.1.3 Increase the amount of independent reading with emphasis on classic American, British and World Literature, and informational	0	2	NxG specifies text complexity and comprehension.

complexity band proficiently, with scaffolding as needed at the high end of the range.	texts.			
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.11.1.4 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.C4.1 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 support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 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.	RLA.11.2.01 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 asks students to focus on claims and evidence using a prescribed procedure.
ELA.11.W.C5.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and	RLA.11.2.06 Develop personal style and voice in writing, and create a clear, logical progression of ideas in argumentative writing, research	0	2	NxG and 21C both refer to argumentative writing and the organization of the piece.

sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 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.	writing, literary analysis, and creative and reflective writing.			
ELA.11.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 precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims,	RLA.11.2.9 Revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: gerunds, infinitives, subordinate clauses, adjectival phrases, word usage/choice variations, passive/active voice.	0	1	NxG goes deeper asking students to work with claims and evidence.

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 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 whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful	RLA.11.2.08 Evaluate the effectiveness of and apply various forms of transition in a composition: sentence links, repetition of key words or phrases, restating of main/key ideas.	0	1	NxG goes into great depth about the actual organization of the writing.

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 develop real 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 and its	RLA.11.2.01 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	0	1	NxG is more specific about the components of the narrative.

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, 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.	letters.			
ELA.11.W.C5.3 Write narratives to develop real 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 and its 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,	RLA.11.2.09 Revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: gerunds, infinitives, subordinate clauses, adjectival phrases, word usage/choice variations, passive/active voice.	0	1	The level of detail in NxG is significantly more than 21C.

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.				

Production and Distribution of Writing				
ELA.11.W.C6.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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 guide, readability score.	0	1	NxG focuses more on content than mechanics.
ELA.11.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.	RLA.11.2.9 Revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: gerunds, infinitives, subordinate clauses, adjectival phrases, word usage/choice variations, passive/active voice.	0	2	Both NxG and 21C ask for revising, editing and rewriting. NxG goes on to address the purpose and audience.
ELA.11.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	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	0	2	Both NxG and 21C ask for revising, editing and rewriting. NxG goes on to address the purpose and audience.

significant for a specific purpose and audience.	tools: spell check, grammar check, thesaurus, dictionary, style sheet or guide, readability score.			
ELA.11.W.C6.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information	21C.O.9-12.1.TT4 Student uses audio, video, pictures, clip art, 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.	0	2	NxG focuses on the writing product while 21C considers presentation.
Research to Build and Present Knowledge				
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.

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.	copyright laws, private/public domain.			
ELA.11.W.C7.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11 Reading standards 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 11 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]").	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 focuses on the reading of the sources (fiction and non-fiction) while 21C planning and organizing the research project.
Range of Writing				
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	RLA.11.2.01 Employ the five-step writing process (pre-writing, drafting, revising, editing, publishing) for developing narrative, informative, descriptive, persuasive and	0	1	NxG asks students to write routinely while 21C simply asks students to write in a more narrow focus.

tasks, purposes, and audiences.	functional writings that include a letter of job application, a scholarship application/essay, and personal letters.			
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.	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 & Listening				
Comprehension and Collaboration				
ELA.11.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11 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.

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 participate effectively in a range of collaborative discussions (one-on-one, 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; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize	RLA.10.3.4 Adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to intended purpose, make predictions, construct meaning from discussion, speech, or media, critique presentation.	+1	2	21C WV focuses objective on listening while NxG focuses on rules of collaborative discussion.

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 sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	RLA.11.3.5 Plan, compose, produce and evaluate an age appropriate product from various forms of media communication that demonstrates an understanding of format, purpose, audience, and choice of medium.	0	2	21C is focused on producing a product while NxG focuses on which products help to make better decisions.
ELA.11.SL.C13.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	RLA.11.3.3 Use verbal and nonverbal strategies to listen and respond for diverse purposes: comprehension, evaluation, expression of empathy, persuasion, mediation, collaboration.	0	1	NxG asks students to look at specific tasks of evaluation while 21C simply asks students to evaluate.
Presentation of Knowledge and Ideas				
ELA.11.SL.C14.1 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	RLA.11.3.1 Communicate using the transactional process to include the components of speaker, listener, message, channel, feedback, and noise.	0	1	NxG is more clearly stated regarding expectations.
ELA.11.SL.C14.2 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance	RLA.11.3.2 Plan, research, organize and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, web pages).	0	2	In NxG, the focus is broader in terms of the use of media.

understanding of findings, reasoning, and evidence and to add interest.				
ELA.11.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	21C.O.9-12.1.TT1 Student makes informed choices among available advanced technology systems, resources and services (e.g., global positioning software, graphing calculators, personal digital assistants, web casting, and online collaboration tools) for completing curriculum assignments and projects and for managing and communicating personal/professional information.	0	3	It is as if the 21C TT objective is embedded in the NxG objective.
ELA.11.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	21C.O.9-12.1.TT4 Student uses audio, video, pictures, clip art, 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.	0	3	It is as if the 21C TT objective is embedded in the NxG objective.
ELA.11.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	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	1	The focus in NxG is on speaking while 21C is on listening and speaking.
Language				
Conventions of Standard English				
ELELA.11.L.C15.1 Demonstrate command of the conventions of	RLA.11.2.10 Use proofreading and editing strategies to correct errors in	0	2	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.	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.			
ELELA.11.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.11.3.02 Plan, research, organize and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, web pages).	0	1	NxG gives a much more detailed process. NxG is focused on writing and speaking.
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.			
Knowledge of Language				
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.11.1.4 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	1	NxG has a focus on reading or listening 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 *grade 11 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	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.

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 understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.	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	1	NxG is quite specific while 21C WV is broader.
ELA.11.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.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 refers to speaking, listening, reading and writing.
ELA.11.L.C17.3 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the	RLA.11.2.09 Revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: gerunds, infinitives, subordinate	0	2	NxG refers to speaking, listening, reading and writing.

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

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 21st 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.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 of and defend the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RLA.O.12.1.02 Analyze, evaluate, and critique literary styles according to genre: author's use, elements, expectations.	0	1	NxG asks students to defend author choices.
ELA.12.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, including determining where and why the informational 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 asks students to cite evidence in addition to drawing inferences.
ELA.12.R.C1.5 Determine two or more central ideas of an informational text and analyze their development over the course of the informational text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary 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	1	NxG asks for a complex and critical analysis of informational text.
ELA.12.R.C1.6 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text and media.	RLA.O.12.1.02 Analyze, evaluate, and critique literary styles according to genre: author's use, elements, expectations.	0	1	NxG asks for analysis of informational text and media.
Craft and Structure				
ELA.12.R.C2.1 Determine the meaning of words and phrases as they are used in a variety of literary texts, including figurative and connotative meanings; analyze the	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	0	1	NxG requires a deeper analysis of how language affects the text.

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				
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.

century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics	to determine the impact on literary works.			
ELA.12.R.C3.4 Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) in order to solve a problem.	21C.O.9-12.3.LS2 Student independently considers multiple perspectives and can represent a problem in more than one way, quickly and calmly changes focus and goals as the situation requires, and actively seeks innovations (e.g. technology) that will enhance his/her work.	0	2	NxG asks students to integrate technology when solving a problem.
ELA.12.R.C3.5 Delineate, evaluate, and synthesize 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., *The Federalist*, presidential addresses).	RLA.O.10.2.03 Evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources.	+2	1	NxG specifies types of sources to be used.
ELA.12.R.C3.6 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance for their themes, purposes, and rhetorical features and current relevancy.	RLA.O.12.1.01 Research, evaluate and critique the historical, cultural, political and biographical influences to determine the impact on literary works.	0	2	NxG focuses on analysis of historical documents in order to determine rhetorical features and current relevancy.
Range of Reading and Level of Text Complexity				
ELA.12.R.C4.1 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently at the high end of the range.	RLA.O.12.1.03 Extend the amount of independent reading with emphasis on American, British and World Literature, and informational texts.	0	2	NxG focuses on text complexity.

ELA.12.R.C4.2 By the end of grade 12, read and comprehend literary nonfiction of the grades 11-CCR text complexity band independently and proficiently at the high end of the range.	RLA.O.12.1.03 extend the amount of independent reading with emphasis on American, British and World Literature, and informational texts.	0	3	NxG focuses on text complexity.

Writing

Text Types and Purposes				
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 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	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	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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 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 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 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.

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 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.	RLA.O.12.2.04 Refine the research question through pre-writing strategies by considering whether the thesis claim is personally relevant, interesting and meaningful, is relevant and meaningful to the audience, is aligned with purposes and goals, is logical and can be supported within the limits of the assignment and available resources.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.
ELA.12.W.C5.1 Write arguments to support claims in an analysis of substantive topics or texts, using	RLA.O.12.2.10 demonstrate use of precise vocabulary, figurative language and literary devices to	0	1	NxG separates the type of writing requested, and is very specific about 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 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	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,	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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.	rhetorical questions, word/usage/choice, passive/active voice.			
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),	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	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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 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	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	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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	RLA.O.12.2.05 Use, 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	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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).	or research project.			
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	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	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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).	an accepted format (MLA, APA, Chicago, ASA).			
ELA.12.W.C5.2. Write informative/explanatory texts to examine and convey complex	RLA.O.12.2.08 Evaluate the effectiveness of and apply various forms of transition in a composition:	0	2	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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 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	sentence links, repetition of key words or phrases, restating of main/key ideas, inferred transitions.			

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 attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that	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 separates the type of writing requested, and is very specific about what a student should be able to do.

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 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	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.

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.C5.3 Write narratives to develop real 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 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	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	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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 develop real 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 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.	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 separates the type of writing requested, and is very specific about what a student should be able to do.
ELA.12.W.C5.3 Write narratives to	RLA.O.12.2.08 Evaluate the	0	1	NxG separates the type of writing

develop real 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 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.	effectiveness of and apply various forms of transition in a composition: sentence links, repetition of key words or phrases, restating of main/key ideas, inferred transitions.			requested, and is very specific about what a student should be able to do.
ELA.12.W.C5.3 Write narratives to develop real 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 and its	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.

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 develop real 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 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	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	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

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. (Grade-specific 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, publish, and update individual and shared writing products in response to ongoing feedback, including new arguments or information.	collaboratively to acquire information from electronic resources, conducts online research, and evaluates information as to validity, appropriateness, usefulness, comprehensiveness and bias			responses to ongoing feedback.
Research to Build and Present Knowledge				
ELA.12.W.C7.1 Conduct 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.12.2.05 Use, 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 asks students to answer a question or solve a problem.
ELA.12.W.C7.2 Gather and synthesize 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.	21C.O.9-12.3.TT3 Student evaluates current trends in information technology, discusses the potential social, ethical, political, and economic impact of these technologies, and analyzes the advantages and disadvantages of widespread use and reliance on technology in the workplace and society.	0	1	NxG requests that students not just evaluate but synthesize the information selectively for appropriateness and flow of ideas.
ELA.12.W.C7.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply g*rade 12 Reading objectives* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-	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	0	1	NxG asks for an application of reading objectives in addition to standard research sources.

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 g*rade 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 & Listening

Comprehension and Collaboration					
ELA.12.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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 participate effectively in a range of collaborative discussions (one-on-one, 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 on a topic or issue; clarify, verify, and challenge ideas and	21C.O.9-12.3.TT2 Student works collaboratively to acquire information from electronic resources, conducts online research, and evaluates information as to validity, appropriateness, usefulness, comprehensiveness and bias	0	1	NxG is much more detailed in the expectations for student achievement.

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 participate effectively in a range of collaborative discussions (one-on-one, 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 on a topic or issue; clarify, verify, and challenge ideas and conclusions; and promote divergent and creative perspectives.	RLA.O.11.3.03 Use verbal and nonverbal strategies to listen and respond for diverse purposes: comprehension, evaluation, expression of empathy, persuasion, mediation, collaboration.	+1	2	NxG is more detailed regarding student expectations.

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 sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data.	RLA.O.12.3.06 Properly use private and public information	0	2	NxG specifies using a variety of formats and indicates students should be able to make decisions and solve problems.
ELA.12.SL.C13.3 Evaluate speakers' points of view, reasoning, and uses of evidence and rhetoric in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.	RLA.O.12.3.04 Critique and create examples of the wide range of purposes embedded in media communications	0	1	NxG specifies speakers while 21C WV objective focuses on media communications.
Presentation of Knowledge and Ideas				
ELA.12.SL.C14.1 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and determine if the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	RLA.O.12.3.01 Present using the transactional process of communication to include the components of speaker, listener, message, channel, feedback, and noise.	0	1	NxG asks students to delve deeper and for a range of tasks.
ELA.12.SL.C14.2 Make strategic and engaging use of digital media	RLA.O.12.3.02 Plan, organize, adapt and deliver a grammatically correct	0	2	NxG focuses on enhancing 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.	presentation using a variety of media (e.g., live performance, video, PowerPoint, Web pages).			and delivering the presentation.
ELA.12.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	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.

Language	

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.

American Usage) as needed.				
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.12.2.11 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: dictionary, thesaurus, spell check, grammar check, thesaurus, Use peer editing and collaboration techniques to correct errors.	0	2	NxG requests that the student understand when and why usage is contested.
ELA.12.L.C15.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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 guide readability score.	+1	3	NxG asks for a review of learned conventions that will allow students to be more accurate in their writing.
Knowledge of Language				
ELA.12.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 and varying syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	RLA.O.12.2.07 Strategically incorporate source material in a variety of ways, demonstrating a sophisticated understanding of the ethics of writing: directly quoting, paraphrasing, summarizing, using ellipses.	0	1	NxG asks for sophisticated knowledge of language in reading complex texts.
ELA.12.L.C16.1 Apply knowledge of language to understand how language functions in different contexts, to make effective choices	RLA.O.12.2.09 Revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and	0	1	

for meaning or style, and to comprehend more fully when reading or listening and varying syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	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.