Start-to-Finish CORE Curriculum

Florida Access Points Alignment

DON JOHNSTON

GRADE 3

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

LAFS.3.RL.1.AP.1a	Answer questions related to characters, setting, events or conflicts.	●
LAFS.3.RL.1.AP.1b	Answer questions (literal and inferential) and refer to text to support your answer.	●
LAFS.3.RL.1.AP.1c	Support inferences, opinions and conclusions using evidence from the text, including illustrations.	●
LAFS.3.RL.1.AP.1d	Ask questions about the text (relationship between characters, events, conflicts) to demonstrate understanding.	●
LAFS.3.RL.1.AP.2a	Identify the central message (theme), lesson or moral within a story, folktale or fable from diverse cultures.	⊙
LAFS.3.RL.1.AP.2b	Use details to recount stories, including fables and folktales from diverse cultures.	●
LAFS.3.RL.1.AP.2c	Use information in the text to determine and explain a lesson learned by a character or theme within the story.	●
LAFS.3.RL.1.AP.2d	Read or listen to and recount self-selected stories, fables, folktales, myths and other types of texts.	⊙
LAFS.3.RL.1.AP.3a	Describe a character's traits in a story using details from the text and illustrations.	●
LAFS.3.RL.1.AP.3b	Explain how characters' actions contribute to the sequence of events/plot.	●
LAFS.3.RL.1.AP.3c	Explain a character's motivation in a story using the character's thoughts, words and actions as evidence from the text.	⊙
LAFS.3.RL.1.AP.3d	Explain a character's feelings in a story using the character's thoughts, words and actions as evidence from the text.	●
LAFS.3.RL.1.AP.3e	Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).	●
LAFS.3.RL.1.AP.3f	Analyze how a character's point of view influences a conflict within a text.	⊙

● Aligned to standard

⊙ Partially meets standard and/or can be addressed via additional teacher input

Cluster 2: Craft and Structure

LAFS.3.RL.2.AP.4a	Distinguish literal from non-literal language.	●
LAFS.3.RL.2.AP.4b	Determine the meaning of literal and non-literal words and phrases as they are used in a text.	●
LAFS.3.RL.2.AP.5a	Identify parts and structure of stories.	◉
LAFS.3.RL.2.AP.5b	Identify how the structure of a poem is different than a story (e.g., rhymes are shorter than stories; stanza instead of paragraph).	●
LAFS.3.RL.2.AP.5c	Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).	◉
LAFS.3.RL.2.AP.5d	Describe how each part (chapter, scene or stanza) of a story, play or poem builds on earlier parts.	◉
LAFS.3.RL.2.AP.6a	Identify narrator's or character's point of view.	●
LAFS.3.RL.2.AP.6b	Identify own point of view.	●
LAFS.3.RL.2.AP.6c	Distinguish their own point of view from that of the narrator or those of the characters.	●

Cluster 3: Integration of Knowledge and Ideas

LAFS.3.RL.3.AP.7a	Support inferences, opinions and conclusions using evidence from the text illustrations.	●
LAFS.3.RL.3.AP.7b	Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.	◉
LAFS.3.RL.3.AP.7c	Explain how the text's illustrations contribute to meaning.	●
LAFS.3.RL.3.AP.9a	Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.	◉
LAFS.3.RL.3.AP.9b	Contrast the differences of settings/plots of stories written by the same author about the same or similar characters.	

Cluster 4: Range of Reading and Level of Text

LAFS.3.RL.4.AP.10a	Read or listen to and recount self-selected stories, fables, folktales, myths and other types of texts or adapted text.	●

Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

Cluster 3: Phonics and Word Recognition

LAFS.3.RF.3.AP.3a	Identify the meaning of most common prefixes.	
LAFS.3.RF.3.AP.3b	Identify the meaning of most common suffixes.	
LAFS.3.RF.3.AP.3c	Decode multi-syllable words.	⊙
LAFS.3.RF.3.AP.3d	Recognize and/or read grade-appropriate irregularly spelled words.	⊙

Cluster 4: Fluency

LAFS.3.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	●
LAFS.3.RF.4.AP.4b	Identify grade-level words with accuracy.	●
LAFS.3.RF.4.AP.4c	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.	⊙
LAFS.3.RF.4.AP.4d	Use context to confirm or self-correct word recognition.	⊙

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

LAFS.3.W.1.AP.1a	Introduce the topic or text within persuasive writing by stating an opinion.	●
LAFS.3.W.1.AP.1b	Provide reasons or facts that support a stated opinion.	●
LAFS.3.W.1.AP.1c	Use linking words and phrases that connect the opinions and reasons.	●
LAFS.3.W.1.AP.1d	Provide a concluding statement or section.	●
LAFS.3.W.1.AP.2a	Introduce a topic and group related information together.	●
LAFS.3.W.1.AP.2b	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	⊙
LAFS.3.W.1.AP.2c	Provide a concluding statement or section to summarize the information presented.	●
LAFS.3.W.1.AP.2d	Develop the topic (e.g., offer additional information that supports the topic) by using relevant facts, definitions and details.	●
LAFS.3.W.1.AP.2e	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.	⊙
LAFS.3.W.1.AP.3a	Establish the situation by setting up the context for the story and introduce a narrator and/or characters.	
LAFS.3.W.1.AP.3b	Sequence events in writing that unfold naturally.	
LAFS.3.W.1.AP.3c	When appropriate, use dialogue and descriptions of actions, thoughts and feelings to develop a story.	
LAFS.3.W.1.AP.3d	Use temporal words and phrases to signal event order.	
LAFS.3.W.1.AP.3e	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.	

Cluster 2: Production and Distribution of Writing		
LAFS.3.W.2.AP.4a	With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.	●
LAFS.3.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing.	●
LAFS.3.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).	⊙
LAFS.3.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	●
LAFS.3.W.2.AP.5d	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).	⊙
LAFS.3.W.2.AP.5e	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).	⊙
LAFS.3.W.2.AP.5f	With guidance and support from peers and adults, strengthen writing by revising.	⊙
LAFS.3.W.2.AP.5g	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	⊙
LAFS.3.W.2.AP.5h	With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).	⊙
LAFS.3.W.2.AP.5	With guidance and support from peers and adults, edit writing for clarity and meaning.	⊙
LAFS.3.W.2.AP.6a	With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	●
LAFS.3.W.2.AP.6b	Develop keyboarding skills.	

Cluster 3: Research to Build and Present Knowledge		
LAFS.3.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.3.W.3.AP.8a	Recall relevant information from experiences for use in writing.	●
LAFS.3.W.3.AP.8b	Recall information from experiences for use in writing.	●
LAFS.3.W.3.AP.8c	Gather facts (e.g., highlight in text, quote or paraphrase from persuasive text or discussion) from print and/or digital sources.	●
LAFS.3.W.3.AP.8d	Gather information from stories (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.	●
LAFS.3.W.3.AP.8e	Gather information (e.g., highlight, quote or paraphrase from source) from informational text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	●
LAFS.3.W.3.AP.8f	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).	◉
LAFS.3.W.3.AP.8g	Locate important points on a single topic from two informational texts or sources.	●
LAFS.3.W.3.AP.8h	Identify key details in an informational text.	●
LAFS.3.W.3.AP.8i	Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.	●
LAFS.3.W.3.AP.8j	Sort evidence collected from print and/or digital sources into provided categories.	●
Cluster 4: Range of Writing		
LAFS.3.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.3.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

LAFS.3.SL.1.AP.1a	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.	●
LAFS.3.SL.1.AP.1b	Ask questions to check understanding of information presented in collaborative discussions.	●
LAFS.3.SL.1.AP.1c	Link personal ideas and comments to the ideas shared by others in collaborative discussions.	●
LAFS.3.SL.1.AP.1d	Express ideas and understanding in light of collaborative discussions.	●
LAFS.3.SL.1.AP.2a	Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.	◉
LAFS.3.SL.1.AP.2b	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	◉
LAFS.3.SL.1.AP.2c	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	●
LAFS.3.SL.1.AP.3a	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	●

Cluster 2: Presentation of Knowledge and Ideas

LAFS.3.SL.2.AP.4a	Report on a topic or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.	●
LAFS.3.SL.2.AP.4b	Tell a story or recount an experience with logical sequence.	●
LAFS.3.SL.2.AP.4c	Elaborate on each fact or opinion given in support of a claim with relevant details.	●
LAFS.3.SL.2.AP.5a	Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.	◉
LAFS.3.SL.2.AP.6a	Produce (e.g., through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.	●

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

LAFS.3.L.1.AP.1a	Demonstrate beginning cursive writing skills.	
LAFS.3.L.1.AP.1b	Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs within sentences.	
LAFS.3.L.1.AP.1c	Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs.	●
LAFS.3.L.1.AP.1d	Use simple and compound sentences in informative/explanatory writing.	●
LAFS.3.L.1.AP.1e	Write sentences using correct subject-verb and pronoun-antecedent agreement.	●
LAFS.3.L.1.AP.2a	Capitalize words in holidays, product names, geographic names and appropriate words in a title.	◉
LAFS.3.L.1.AP.2b	Use quotation marks within writing.	◉
LAFS.3.L.1.AP.2c	Use conventional spelling and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.	◉
LAFS.3.L.1.AP.2d	Form possessives.	◉
LAFS.3.L.1.AP.2e	Use commas accurately in addresses or dialogue within writing.	◉
LAFS.3.L.1.AP.2f	Use dictionaries as reference tools.	◉

Cluster 2: Knowledge of Language

LAFS.3.L.2.AP.3a	Choose words and phrases for appropriate effect (e.g., to inform) within writing.	●
LAFS.3.L.2.AP.3b	Compare and contrast differences between spoken and standard written English.	

Cluster 3: Vocabulary Acquisition and Use		
LAFS.3.L.3.AP.4a	Use a known root word as a clue to the meaning of an unknown word with the same root.	◉
LAFS.3.L.3.AP.4b	Determine the meaning of the new word formed when a known affix is added to a known word.	◉
LAFS.3.L.3.AP.4c	Use sentence context as a clue to the meaning of a new word, phrase or multiple-meaning word.	●
LAFS.3.L.3.AP.4d	Use a glossary or dictionary to determine the meaning of a word.	●
LAFS.3.L.3.AP.5a	Identify and sort shades of meaning words from general to specific or lesser to specific.	
LAFS.3.L.3.AP.5b	Identify word relationships and meanings of homonyms, synonyms and antonyms.	
LAFS.3.L.3.AP.5c	Use newly acquired words in real-life context.	●
LAFS.3.L.3.AP.5d	Distinguish literal from non-literal meanings of words and phrases in context.	●
LAFS.3.L.3.AP.6a	Use newly acquired conversational and general academic words and phrases accurately.	●
LAFS.3.L.3.AP.6b	Use newly acquired domain-specific words and phrases accurately.	●
LAFS.3.L.3.AP.6c	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.	●

GRADE 4

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details		
LAFS.4.RL.1.AP.1a	Refer to details and examples in a text that are relevant to explaining what the text says explicitly.	●
LAFS.4.RL.1.AP.1b	Refer to details and examples in a text that are relevant to drawing basic inferences about a story, poem or drama.	●
LAFS.4.RL.1.AP.2a	Use information that relates to text organization and story elements in order to summarize a story, poem or drama.	●
LAFS.4.RL.1.AP.2b	Identify relevant words and phrases throughout the text to determine the theme of a story, drama or poem; refer to text to support answer.	◉
LAFS.4.RL.1.AP.3a	Refer to text information that relates to one specific aspect of either the relationship between characters, setting, events or conflicts.	●

Cluster 2: Craft and Structure		
LAFS.4.RL.2.AP.4a	Determine the meaning of general academic and literary-specific words and phrases in increasingly complex text over time.	●
LAFS.4.RL.2.AP.5a	Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).	
LAFS.4.RL.2.AP.5b	Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).	●
LAFS.4.RL.2.AP.6a	Determine the author's point of view (first- or third-person) in one story.	◉
LAFS.4.RL.2.AP.6b	Determine the author's point of view (first- or third-person) in a second story.	◉
LAFS.4.RL.2.AP.6c	Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	◉
Cluster 3: Integration of Knowledge and Ideas		
LAFS.4.RL.3.AP.7a	Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions and conclusions.	●
LAFS.4.RL.3.AP.7b	Make connections between the text of a story and the visual representations, referring back to text/illustrations to support answer.	●
LAFS.4.RL.3.AP.7c	Make connections between the text of a play and the oral representations, referring back to text/illustrations to support answer.	
LAFS.4.RL.3.AP.9a	Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths and traditional literature from different cultures.	
LAFS.4.RL.3.AP.9b	Compare the treatment of patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.	
Cluster 4: Range of Reading and Level of Text Complexity		
LAFS.4.RL.4.AP.10a	Read or listen to and recount stories, dramas, poetry and other types of text -- including adapted text -- of increasing complexity over time for a variety of purposes.	●

Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

Cluster 3: Phonics and Word Recognition		
LAFS.4.RF.3.AP.3a	Recognize and accurately use letter-sound correspondences, syllabication patterns and morphology (e.g., affixes) to identify and/or read multisyllabic words.	◉
LAFS.4.RF.3.AP.3b	Identify grade-level words with accuracy and on successive attempts	●

Cluster 4: Fluency		
LAFS.4.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	●
LAFS.4.RF.4.AP.4b	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.	◉
LAFS.4.RF.4.AP.4c	Use context to confirm or self-correct word recognition.	●

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes		
LAFS.4.W.1.AP.1a	Introduce the topic or text within persuasive writing by stating an opinion.	●
LAFS.4.W.1.AP.1b	Provide reasons that include relevant facts and details that support a stated opinion.	●
LAFS.4.W.1.AP.1c	Create an organizational structure that lists reasons in a logical order.	●
LAFS.4.W.1.AP.1d	Use transitional words and phrases appropriately to link opinion and reasons.	●
LAFS.4.W.1.AP.1e	Provide a concluding statement or section related to the opinion presented.	●
LAFS.4.W.1.AP.2a	Introduce a topic clearly and group related information in paragraphs and sections.	◉
LAFS.4.W.1.AP.2b	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.	●
LAFS.4.W.1.AP.2c	Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.	●
LAFS.4.W.1.AP.2d	Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).	●
LAFS.4.W.1.AP.2e	Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.	●
LAFS.4.W.1.AP.2f	Provide a concluding statement or section to support the information presented.	●
LAFS.4.W.1.AP.3a	Orient the reader by setting up the context for the story and introducing a narrator and/or characters.	
LAFS.4.W.1.AP.3b	Sequence events in writing that unfold naturally.	
LAFS.4.W.1.AP.3c	When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.	
LAFS.4.W.1.AP.3d	Use a variety of transitional words and phrases to manage the sequence of events.	
LAFS.4.W.1.AP.3e	Use concrete words and phrases and sensory details to convey experiences and events.	
LAFS.4.W.1.AP.3f	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.	

Cluster 2: Production and Distribution of Writing

LAFS.4.W.2.AP.4a	Produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product.	●
LAFS.4.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing that is appropriate to the topic, task and purpose.	●
LAFS.4.W.2.AP.5b	With guidance and support from peers and adults, strengthen writing by revising for clarity of meaning (e.g., review product, strengthening story, adding precise language).	◉
LAFS.4.W.2.AP.5c	With guidance and support from peers and adults, strengthen writing by editing (e.g., capitalization, spelling, punctuation).	◉
LAFS.4.W.2.AP.6a	With guidance and support from adults, use technology to produce writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●
LAFS.4.W.2.AP.6b	Develop and use keyboarding skills.	
LAFS.4.W.2.AP.6c	With guidance and support from adults, use technology to publish writing (e.g., post finished writing product on the Web, use software to display writing with accompanying illustration).	◉

Cluster 3: Research to Build and Present Knowledge

LAFS.4.W.3.AP.7a	Follow steps to engage in a short research project (e.g., determine topic, generate research questions, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.4.W.3.AP.7b	Build knowledge on topics through continued engagement in research investigation.	●
LAFS.4.W.3.AP.8a	Recall relevant information from experiences for use in writing.	●
LAFS.4.W.3.AP.8b	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.4.W.3.AP.8c	Identify key details from an informational text that are relevant to the specific topic.	●
LAFS.4.W.3.AP.8d	Take brief notes and categorize relevant information (e.g., graphic organizers, notes, labeling, listing) from sources.	●
LAFS.4.W.3.AP.8e	Provide a list of sources that contributed to the content within a writing piece.	◉
LAFS.4.W.3.AP.9a	Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).	

Cluster 4: Range of Writing

LAFS.4.W.4.AP.10a	Write routinely over shorter time frames using a variety of writing opportunities (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.4.W.4.AP.10b	Write routinely in a genre over extended time frames to engage in the writing process (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

LAFS.4.SL.1.AP.1a	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.	●
LAFS.4.SL.1.AP.1b	Ask questions to check understanding of information presented in collaborative discussions.	●
LAFS.4.SL.1.AP.1c	Make appropriate comments that contribute to a collaborative discussion.	●
LAFS.4.SL.1.AP.1d	Review the key ideas expressed within a collaborative discussion.	●
LAFS.4.SL.1.AP.2a	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	●
LAFS.4.SL.1.AP.3a	Identify the reasons and evidence a speaker provides to support particular points.	⊙

Cluster 2: Presentation of Knowledge and Ideas

LAFS.4.SL.2.AP.4a	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.	●
LAFS.4.SL.2.AP.4b	Elaborate on each fact or opinion given in support of a claim with relevant details.	●
LAFS.4.SL.2.AP.5a	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	●
LAFS.4.SL.2.AP.6a	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussions).	●
LAFS.4.SL.2.AP.6b	Use formal English when appropriate to task and situation.	●

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

LAFS.4.L.1.AP.1a	Use relative pronouns and relative adverbs in writing.	◉
LAFS.4.L.1.AP.1b	Use prepositional phrases in writing.	◉
LAFS.4.L.1.AP.1c	Produce simple, compound and complex sentences in writing.	●
LAFS.4.L.1.AP.1d	Recognize and correct fragments and run-on sentences.	◉
LAFS.4.L.1.AP.2a	Use correct capitalization in writing.	◉
LAFS.4.L.1.AP.2b	Use commas and quotation marks in writing.	◉
LAFS.4.L.1.AP.2c	Spell words correctly in writing, consulting references as needed.	◉

Cluster 2: Knowledge of Language

LAFS.4.L.2.AP.3a	Choose words and phrases for appropriate effect (e.g., to inform) within writing.	●

Cluster 3: Vocabulary Acquisition and Use

LAFS.4.L.3.AP.4a	Use context to determine the meaning of unknown or multiple-meaning words, or words showing shades of meaning.	●
LAFS.4.L.3.AP.4b	Use common grade-appropriate roots and affixes as clues to the meaning of a word.	◉
LAFS.4.L.3.AP.4c	Use a glossary, dictionary or thesaurus to determine the meaning of a word.	●
LAFS.4.L.3.AP.5a	Relate words to their opposites (antonyms).	
LAFS.4.L.3.AP.5b	Relate words to words with similar but not identical meanings (synonyms).	
LAFS.4.L.3.AP.5c	Identify simple similes in context.	●
LAFS.4.L.3.AP.5d	Identify simple metaphors in context.	●
LAFS.4.L.3.AP.5e	Identify the meaning of common idioms.	●
LAFS.4.L.3.AP.6a	Use general academic and domain-specific words and phrases accurately.	●
LAFS.4.L.3.AP.6b	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.	●

GRADE 5

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

LAFS.5.RL.1.AP.1a	Refer to details and examples in a text when explaining what the text says explicitly.	●
LAFS.5.RL.1.AP.1b	Refer to specific text evidence to support inferences.	●
LAFS.5.RL.1.AP.2a	Summarize a portion of text, such as a paragraph or a chapter.	●
LAFS.5.RL.1.AP.2b	Summarize a text from beginning to end in a few sentences.	●
LAFS.5.RL.1.AP.2c	Determine the theme of a story, drama or poem from details in the text.	◉
LAFS.5.RL.1.AP.2d	Explain how characters in a story or drama respond to challenges.	●
LAFS.5.RL.1.AP.2e	Explain how the speaker in a poem reflects on the topic.	
LAFS.5.RL.1.AP.3a	Compare similarities in the characters, settings and events within a story and provide specific details in the text to support the comparison.	◉
LAFS.5.RL.1.AP.3b	Contrast the difference of two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	◉

Cluster 2: Craft and Structure

LAFS.5.RL.2.AP.4a	Identify figurative language (metaphors/similes) within a text.	●
LAFS.5.RL.2.AP.4b	Determine the meaning of figurative language as it is used in the text.	●
LAFS.5.RL.2.AP.5a	Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.	
LAFS.5.RL.2.AP.5b	Explain how a series of chapters fits together to provide the overall structure of a particular text.	◉
LAFS.5.RL.2.AP.5c	Explain how a stanzas fit together to provide the structure of a poem.	
LAFS.5.RL.2.AP.6a	Describe a narrator's or speaker's point of view.	◉
LAFS.5.RL.2.AP.6b	Describe how the speaker's point of view influences the events in the text.	
LAFS.5.RL.2.AP.6c	Explain how the description of characters, setting or events might change if the person telling the story changed.	◉
LAFS.5.RL.2.AP.6d	Interpret the meaning of metaphors and similes to help explain the setting within a text.	◉
LAFS.5.RL.2.AP.6e	Interpret the meaning of metaphors and similes to help determine the mood within a text.	◉

Cluster 3: Integration of Knowledge and Ideas		
LAFS.5.RL.3.AP.7a	Describe how visual and multimedia elements contribute to the meaning of text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	●
LAFS.5.RL.3.AP.7b	Describe how visual or multimedia elements contribute to the tone or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	◉
LAFS.5.RL.3.AP.9a	Compare the similarities of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
LAFS.5.RL.3.AP.9b	Contrast the differences of stories in the same genre.	
LAFS.5.RL.3.AP.9c	Describe how the theme of stories in the same genre approach.	
Cluster 4: Range of Reading and Level of Text Complexity		
LAFS.5.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels.	●
LAFS.5.RL.4.AP.10b	Use a variety of strategies to derive meaning from a variety of texts.	●

Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

Cluster 3: Phonics and Word Recognition		
LAFS.5.RF.3.AP.3a	Use syllabication patterns to decode words.	◉
LAFS.5.RF.3.AP.3b	Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	◉
Cluster 4: Fluency		
LAFS.5.RF.4.AP.4a	Use context to confirm or self-correct word recognition.	●
LAFS.5.RF.4.AP.4b	Use appropriate rate and expression.	●

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

LAFS.5.W.1.AP.1a	Provide an introduction that states own opinion within persuasive text.	●
LAFS.5.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's opinion.	●
LAFS.5.W.1.AP.1c	Provide relevant facts to support stated opinion or reasons within persuasive writing.	●
LAFS.5.W.1.AP.1d	Link opinions and reasons using words, phrases and clauses.	◉
LAFS.5.W.1.AP.1e	Provide a clear concluding statement or section related to the opinion stated.	●
LAFS.5.W.1.AP.2a	Write an introduction that includes context/background information and establishes a central idea or focus about a topic.	◉
LAFS.5.W.1.AP.2b	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect.	●
LAFS.5.W.1.AP.2c	Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	●
LAFS.5.W.1.AP.2d	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic.	●
LAFS.5.W.1.AP.2e	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	◉
LAFS.5.W.1.AP.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic.	●
LAFS.5.W.1.AP.2g	Provide a concluding statement or section to summarize the information presented.	●
LAFS.5.W.1.AP.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters.	
LAFS.5.W.1.AP.3b	Organize ideas and events so that they unfold naturally.	
LAFS.5.W.1.AP.3c	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.	
LAFS.5.W.1.AP.3d	Use transitional words, phrases and clauses to manage the sequence of events.	
LAFS.5.W.1.AP.3e	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
LAFS.5.W.1.AP.3f	Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.	
LAFS.5.W.1.AP.3g	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated events.	

Cluster 2: Production and Distribution of Writing		
LAFS.5.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).	●
LAFS.5.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.	●
LAFS.5.W.2.AP.4c	Produce a clear, coherent, permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose and audience.	●
LAFS.5.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for narrative writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	
LAFS.5.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for informative writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●
LAFS.5.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	●
LAFS.5.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.	◉
LAFS.5.W.2.AP.5e	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.	◉
LAFS.5.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, use word processing to generate and collaborate on writing).	◉
LAFS.5.W.2.AP.6b	Develop keyboarding skills.	

	Cluster 3: Research to Build and Present Knowledge	
LAFS.5.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.5.W.3.AP.8a	Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.5.W.3.AP.8b	Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.	●
LAFS.5.W.3.AP.8c	Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	●
LAFS.5.W.3.AP.8d	Provide a list of sources that contributed to the content within a writing piece.	⊙
LAFS.5.W.3.AP.9a	Draw evidence from literary text to support an analysis or reflection.	●
LAFS.5.W.3.AP.9b	Draw evidence from informational text to support an analysis, reflection or research.	●
	Cluster 4: Range of Writing	
LAFS.5.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.5.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

LAFS.5.SL.1.AP.1a	Make appropriate comments that contribute to a collaborative discussion.	●
LAFS.5.SL.1.AP.1b	Follow discussion rules and protocols using academic language.	●
LAFS.5.SL.1.AP.1c	Review and respond to the key ideas expressed within a collaborative discussion.	●
LAFS.5.SL.1.AP.1d	Elaborate and build on others' ideas using textual evidence to support their own ideas.	●
LAFS.5.SL.1.AP.2a	Determine the narrative point of view of a text read, read aloud or viewed.	◉
LAFS.5.SL.1.AP.2b	Summarize the text or a portion of the text read, read aloud or presented in diverse media.	●
LAFS.5.SL.1.AP.3a	Summarize the points a speaker makes.	●
LAFS.5.SL.1.AP.3b	Identify a speaker's points or claims.	●
LAFS.5.SL.1.AP.3c	Identify reasons and evidence that a speaker provides to support points or claims.	●
LAFS.5.SL.1.AP.3d	Explain how at least one perspective in a discussion is supported by reasons and evidence.	◉

Cluster 2: Presentation of Knowledge and Ideas

LAFS.5.SL.2.AP.4a	Orally present a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.	●
LAFS.5.SL.2.AP.4b	Speak clearly and at an understandable pace.	◉
LAFS.5.SL.2.AP.4c	Elaborate on each fact or opinion given in support of a claim with relevant details.	●
LAFS.5.SL.2.AP.5a	Include multimedia components (e.g., graphics, sound) in presentation when appropriate to enhance the development of topic.	●
LAFS.5.SL.2.AP.5b	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.	●
LAFS.5.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●
LAFS.5.SL.2.AP.6b	Speak using formal English discourse (academic language) during collaborative conversations or class discussions.	●

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

LAFS.5.L.1.AP.1a	Recognize and correct inappropriate shifts in verb tense.	⊙
LAFS.5.L.1.AP.1b	Use appropriate verb tense to convey times, sequence, state and condition.	⊙
LAFS.5.L.1.AP.1c	Identify and use conjunctions, prepositions and interjections in writing.	⊙
LAFS.5.L.1.AP.2a	Use punctuation to separate items in a series.	⊙
LAFS.5.L.1.AP.2b	Use commas accurately in writing.	⊙
LAFS.5.L.1.AP.2c	Spell words correctly in writing, consulting references as needed.	⊙

Cluster 2: Knowledge of Language

LAFS.5.L.2.AP.3a	Expand, combine and reduce sentences for meaning, reader interest and style for writing or speaking.	⊙

Cluster 3: Vocabulary Acquisition and Use

LAFS.5.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.	●
LAFS.5.L.3.AP.4b	Use common grade-appropriate roots and affixes as clues to the meaning of a word.	⊙
LAFS.5.L.3.AP.4c	Find the pronunciation of a word.	●
LAFS.5.L.3.AP.4d	Find the precise meaning of a word.	●
LAFS.5.L.3.AP.5a	Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.	●
LAFS.5.L.3.AP.5b	Identify the meaning of common idioms or proverbs.	●
LAFS.5.L.3.AP.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.	
LAFS.5.L.3.AP.5d	Use figurative language in context, including similes and metaphors.	⊙
LAFS.5.L.3.AP.6a	Use general academic and domain-specific words and phrases accurately.	●
LAFS.5.L.3.AP.6b	Use grade-appropriate general academic and domain-specific words and phrases accurately within informational writing.	●

GRADE 6

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

LAFS.6.RL.1.AP.1a	Refer to details and examples in a text when explaining what the text says explicitly.	●
LAFS.6.RL.1.AP.1b	Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters, including how they change during the course of the story.	●
LAFS.6.RL.1.AP.1c	Use the specific details from the text to support inferences and explanations about plot development.	●
LAFS.6.RL.1.AP.2a	Select key details about a character and relate those details to a theme within the text.	●
LAFS.6.RL.1.AP.2b	Determine the theme(s) of a story, drama or poem, including how it is conveyed through particular details.	⊙
LAFS.6.RL.1.AP.2c	Summarize a text from beginning to end in a few sentences without including personal opinions.	●
LAFS.6.RL.1.AP.3a	Describe how the plot unfolds in a story.	●
LAFS.6.RL.1.AP.3b	Analyze a character's interactions throughout a story as they relate to conflict and resolution.	●

Cluster 2: Craft and Structure

LAFS.6.RL.2.AP.4a	Identify phrases with figurative language.	●
LAFS.6.RL.2.AP.4b	Determine the meaning of figurative phrases as used in text.	●
LAFS.6.RL.2.AP.4c	Identify connotative meaning in a given text.	●
LAFS.6.RL.2.AP.5a	Identify important events in a text.	●
LAFS.6.RL.2.AP.5b	Identify the events that contributed the most to the theme, setting or plot.	⊙
LAFS.6.RL.2.AP.6a	Determine the narrative point of view.	●
LAFS.6.RL.2.AP.6b	Identify and describe how the narrative point of view influences the reader's interpretation.	⊙
LAFS.6.RL.2.AP.6c	Explain how an author develops the point of view of the narrator or speaker in a text.	⊙

Cluster 3: Integration of Knowledge and Ideas

LAFS.6.RL.3.AP.7a	Compare the similarities of reading a story or drama to listening to or viewing an audio, video or live version of the text.	⊙
LAFS.6.RL.3.AP.7b	Contrast the differences of reading a story or drama to listening to or viewing an audio, video or live version of the text.	⊙
LAFS.6.RL.3.AP.9a	Compare texts from different genres that have a similar theme or address the same topic.	
LAFS.6.RL.3.AP.9b	Contrast texts from different genres that have a similar theme or address the same topic.	

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.6.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts, including historical novels, fantasy stories and novels, poetry, fiction and nonfiction novels.	●
LAFS.6.RL.4.AP.10b	Use a variety of strategies to derive meaning from a variety of texts.	●

Strand: READING STANDARDS FOR INFORMATIONAL TEXT
Cluster 1: Key Ideas and Details

LAFS.6.RI.1.AP.1a	Use textual evidence to support inferences.	●
LAFS.6.RI.1.AP.2a	Provide a summary of the text based on details from the text.	●
LAFS.6.RI.1.AP.3a	Identify key individuals, events or ideas in a text.	●
LAFS.6.RI.1.AP.3b	Determine how key individuals, events or ideas are introduced in a text.	⊙
LAFS.6.RI.1.AP.3c	Determine how key individuals, events or ideas are illustrated in a text.	●
LAFS.6.RI.1.AP.3d	Determine how key individuals, events or ideas are elaborated or expanded on in a text.	●

Cluster 2: Craft and Structure

LAFS.6.RI.2.AP.4a	Identify phrases with figurative language.	●
LAFS.6.RI.2.AP.4b	Determine meaning of figurative phrases as used in text.	●
LAFS.6.RI.2.AP.4c	Identify meanings of connotations used in text.	●
LAFS.6.RI.2.AP.5a	Use signal words as a means of locating information.	⊙
LAFS.6.RI.2.AP.5b	Outline a given text to show how ideas build upon one another.	⊙
LAFS.6.RI.2.AP.5c	Determine the structure of a text (e.g., chronological order, cause/effect, compare/contrast, problem/solution).	
LAFS.6.RI.2.AP.5d	Determine how the information in each section contributes to the whole or to the development of ideas.	⊙
LAFS.6.RI.2.AP.6a	Identify the author's point of view.	⊙
LAFS.6.RI.2.AP.6b	Identify the reason(s) the author wrote the text.	⊙

Cluster 3: Integration of Knowledge and Ideas

LAFS.6.RI.3.AP.7a	Identify what is learned from different media or formats compared to what is learned via written words or spoken words.	⊙
LAFS.6.RI.3.AP.7b	Summarize information gained from a variety of sources, including media or texts.	●
LAFS.6.RI.3.AP.7c	Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).	⊙
LAFS.6.RI.3.AP.8a	Identify an argument or claim that the author makes.	
LAFS.6.RI.3.AP.8b	Evaluate the claim or argument; determine if it is supported by evidence.	
LAFS.6.RI.3.AP.8c	Distinguish claims or arguments from those that are supported by evidence from those that are not.	
LAFS.6.RI.3.AP.9a	Compare two texts on the same topic or event.	⊙
LAFS.6.RI.3.AP.9b	Contrast two texts on the same topic or event.	⊙

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.6.RI.4.AP.10a	Read or listen to a variety of nonfiction texts, including biographies, essays, speeches, journals, news articles and nonfiction novels.	●
LAFS.6.RI.4.AP.10b	Use a variety of strategies to derive meaning from a variety of print and non-print texts.	●

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

LAFS.6.W.1.AP.1a	Write an introduction that introduces the writer's claim within an argument.	●
LAFS.6.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's claim.	●
LAFS.6.W.1.AP.1c	Write arguments to support claims with clear reasons and relevant evidence from credible sources.	●
LAFS.6.W.1.AP.1d	Use words, phrases and clauses to link claims and reasons.	⊙
LAFS.6.W.1.AP.1e	Provide a concluding statement or section that follows the argument presented.	●
LAFS.6.W.1.AP.1f	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.	⊙
LAFS.6.W.1.AP.2a	Organize ideas, concepts and information (e.g., using definition, classification, comparison/contrast, cause/effect).	●
LAFS.6.W.1.AP.2b	Provide an introduction that includes context/background information establishing a central idea or focus about a topic.	●
LAFS.6.W.1.AP.2c	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples.	●
LAFS.6.W.1.AP.2d	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to promote reading understanding.	●

LAFS.6.W.1.AP.2e	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	⊙
LAFS.6.W.1.AP.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic.	●
LAFS.6.W.1.AP.2g	Maintain a consistent style and voice throughout writing.	⊙
LAFS.6.W.1.AP.2h	Provide a concluding statement or section that follows from and summarizes the information presented.	●
LAFS.6.W.1.AP.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	
LAFS.6.W.1.AP.3b	Organize ideas and events so that they unfold naturally.	
LAFS.6.W.1.AP.3c	When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
LAFS.6.W.1.AP.3d	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
LAFS.6.W.1.AP.3e	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
LAFS.6.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.	
LAFS.6.W.1.AP.3g	Use figurative language appropriately, including similes and metaphors.	

Cluster 2: Production and Distribution of Writing

LAFS.6.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).	●
LAFS.6.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.	●
LAFS.6.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to make an argument supported by claims) and audience.	●
LAFS.6.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	⊙
LAFS.6.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	
LAFS.6.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	●
LAFS.6.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.	⊙
LAFS.6.W.2.AP.5e	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	⊙
LAFS.6.W.2.AP.5f	With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	⊙ ●

LAFS.6.W.2.AP.5g	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.	⊙
LAFS.6.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●
LAFS.6.W.2.AP.6b	Develop sufficient keyboarding skills.	

Cluster 3: Research to Build and Present Knowledge

LAFS.6.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).	●
LAFS.6.W.3.AP.8a	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.6.W.3.AP.8b	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	●
LAFS.6.W.3.AP.8c	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	⊙
LAFS.6.W.3.AP.8d	Provide a bibliography for sources that contributed to the content within a writing piece.	⊙
LAFS.6.W.3.AP.9a	Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	●

Cluster 4: Range of Writing

| LAFS.6.W.4.AP.10a | Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences. | ● |
| LAFS.6.W.4.AP.10b | Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences. | ● |

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

LAFS.6.SL.1.AP.1a	Make appropriate comments that contribute to a collaborative discussion.	●
LAFS.6.SL.1.AP.1b	Review the key ideas expressed within a collaborative discussion.	●
LAFS.6.SL.1.AP.2a	Explain information learned from various mediums.	●
LAFS.6.SL.1.AP.2b	Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.	◉
LAFS.6.SL.1.AP.3a	Summarize the points a speaker makes.	●
LAFS.6.SL.1.AP.3b	Summarize the points an author makes.	●
LAFS.6.SL.1.AP.3c	Distinguish claims or arguments that are supported by evidence from those that are not.	◉
LAFS.6.SL.1.AP.3d	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.	◉

Cluster 2: Presentation of Knowledge and Ideas

LAFS.6.SL.2.AP.4a	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details	●
LAFS.6.SL.2.AP.5a	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.	●
LAFS.6.SL.2.AP.5b	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	●
LAFS.6.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g.,making a presentation vs. talking with friends).	●

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

LAFS.6.L.1.AP.1a	Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.	◉
LAFS.6.L.1.AP.1b	Identify and use pronouns accurately in writing.	◉
LAFS.6.L.1.AP.2a	Use commas, parentheses and/or dashes in writing to set off nonrestrictive/parenthetical elements.	◉
LAFS.6.L.1.AP.2b	Spell words correctly in writing.	◉

Cluster 2: Knowledge of Language

LAFS.6.L.2.AP.3a	Vary sentence patterns for meaning, reader interest and style within writing.	◉

Cluster 3: Vocabulary Acquisition and Use		
LAFS.6.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.	●
LAFS.6.L.3.AP.4b	Use common grade-appropriate roots and affixes as clues to the meaning of a word.	⊙
LAFS.6.L.3.AP.4c	Verify the prediction of the meaning of a new word or phrase.	●
LAFS.6.L.3.AP.4d	Consult reference materials to find the pronunciation of a word.	●
LAFS.6.L.3.AP.4e	Find the synonym for a word.	
LAFS.6.L.3.AP.4f	Find the precise meaning of a word.	●
LAFS.6.L.3.AP.5a	Use the relationship between particular words (e.g., synonyms, antonyms homographs) in writing to promote understanding of each of the words.	
LAFS.6.L.3.AP.5b	Use figurative language in context, including similes and metaphors.	●
LAFS.6.L.3.AP.5c	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
LAFS.6.L.3.AP.5d	Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.	●
LAFS.6.L.3.AP.5e	Identify the connotative meaning (the idea associated with the word) of a word or phrase.	●
LAFS.6.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●

GRADE 7

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

LAFS.7.RL.1.AP.1a	Refer to details and examples in a text when explaining what the text says explicitly.	●
LAFS.7.RL.1.AP.1b	Use two or more pieces of textual evidence to support conclusions or summaries of text.	●
LAFS.7.RL.1.AP.2a	Determine the theme or central idea of a text.	⊙
LAFS.7.RL.1.AP.	Analyze the development of the theme or central idea over the course of the text and provide a summary.	⊙
LAFS.7.RL.1.AP.3a	Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).	●
LAFS.7.RL.1.AP.3b	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	●

Cluster 2: Craft and Structure		
LAFS.7.RL.2.AP.4a	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.	●
LAFS.7.RL.2.AP.4b	Identify alliteration within text.	
LAFS.7.RL.2.AP.4c	Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story or drama.	
LAFS.7.RL.2.AP.5a	Examine how the structure of a poem or drama adds to its meaning.	
LAFS.7.RL.2.AP.6a	Compare and contrast the points of view of different characters in the same text.	●
Cluster 3: Integration of Knowledge and Ideas		
LAFS.7.RL.3.AP.7a	Compare and contrast a story, drama or poem when presented in two different mediums.	
LAFS.7.RL.3.AP.7b	Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.	
LAFS.7.RL.3.AP.9a	Compare and contrast a fictional portrayal of time/place with a historical account of the same time.	⊙
LAFS.7.RL.3.AP.9b	Compare and contrast a fictional character with a historical character of the same time.	⊙
Cluster 4: Range of Reading and Level of Text Complexity		
LAFS.7.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts, including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	●
LAFS.7.RL.4.AP.10b	Use a variety of strategies to derive meaning from a variety of literary texts.	●

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details		
LAFS.7.RI.1.AP.1a	Use two or more pieces of evidence to support inferences, conclusions or summaries of text.	●
LAFS.7.RI.1.AP.2a	Determine the central idea of a text	⊙
LAFS.7.RI.1.AP.2b	Analyze the development of the central idea over the course of the text.	
LAFS.7.RI.1.AP.2c	Provide/create an objective summary of a text.	●
LAFS.7.RI.1.AP.3a	Analyze how the interactions of individuals influence ideas or events.	⊙
LAFS.7.RI.1.AP.3b	Analyze how ideas or events influence individuals.	⊙

Cluster 2: Craft and Structure		
LAFS.7.RI.2.AP.4a	Determine the meaning of words and phrases as they are used with figurative language.	●
LAFS.7.RI.2.AP.4b	Determine the connotative meanings of word and phrases as they are used in a text.	●
LAFS.7.RI.2.AP.4c	Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.	
LAFS.7.RI.2.AP.5a	Use signal words as a means of locating information.	⊙
LAFS.7.RI.2.AP.5b	Outline a given text to show how ideas build upon one another.	⊙
LAFS.7.RI.2.AP.5c	Determine the structure of a text (e.g., chronological order, compare/contrast, cause/effect, problem/solution).	
LAFS.7.RI.2.AP.5d	Determine how the information in each section contributes to the whole or to the development of ideas.	
LAFS.7.RI.2.AP.6a	Determine an author's point of view in a text and analyze how the author distinguishes his or her position from that of others.	
LAFS.7.RI.2.AP.6b	Determine an author's purpose for writing the text.	⊙
Cluster 3: Integration of Knowledge and Ideas		
LAFS.7.RI.3.AP.7a	Compare/contrast how two or more authors write or present about the same topic.	⊙
LAFS.7.RI.3.AP.8a	Identify an argument or claim that the author makes.	
LAFS.7.RI.3.AP.8b	Evaluate the claim or argument to determine if they are supported by evidence.	
LAFS.7.RI.3.AP.8c	Distinguish claims or arguments that are supported by evidence from those that are not.	
LAFS.7.RI.3.AP.9a	Use supporting evidence to summarize central ideas, draw inferences or analyze connections within or across texts.	●
LAFS.7.RI.3.AP.9b	Compare/contrast how two or more authors write about the same topic.	⊙
LAFS.7.RI.3.AP.9c	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.	
Cluster 4: Range of Reading and Level of Text Complexity		
LAFS.7.RI.4.AP.10a	Read or listen to a variety of texts including historical novels, periodicals, biographies, essays, speeches, journals and nonfiction novels.	●
LAFS.7.RI.4.AP.10b	Use a variety of strategies to derive meaning from a variety of print/non-print texts.	●

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

LAFS.7.W.1.AP.1a	Produce an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.	⊙
LAFS.7.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's claim.	●
LAFS.7.W.1.AP.1c	Write arguments to support claims with logical reasoning and relevant evidence from credible sources.	⊙
LAFS.7.W.1.AP.1d	Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.	⊙
LAFS.7.W.1.AP.1e	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	⊙
LAFS.7.W.1.AP.1f	Provide a concluding statement or section that supports and summarizes the argument presented.	●
LAFS.7.W.1.AP.2a	Organize ideas, concepts and information (using definition, classification, comparison/contrast and cause/effect).	●
LAFS.7.W.1.AP.2b	Introduce a topic clearly, previewing information to follow and summarizing stated focus.	⊙
LAFS.7.W.1.AP.2c	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples.	●
LAFS.7.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	⊙
LAFS.7.W.1.AP.2e	Use precise language and domain-specific vocabulary to inform about or explain the topic.	●
LAFS.7.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency and voice should be active versus passive).	⊙
LAFS.7.W.1.AP.2g	Provide a concluding statement or section that follows from and supports the information presented.	●
LAFS.7.W.1.AP.2h	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.	⊙
LAFS.7.W.1.AP.2	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.7.W.1.AP.3a	Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.	
LAFS.7.W.1.AP.3b	Organize ideas and events so that they unfold naturally.	
LAFS.7.W.1.AP.3c	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
LAFS.7.W.1.AP.3d	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.	

LAFS.7.W.1.AP.3e	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	
LAFS.7.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.	
LAFS.7.W.1.AP.3g	Use words, phrases or gathered information to accurately reflect literary context.	

Cluster 2: Production and Distribution of Writing

LAFS.7.W.2.AP.4a	Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (reader).	●
LAFS.7.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.	●
LAFS.7.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to produce an argument supported by claims) and audience.	●
LAFS.7.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	⊙
LAFS.7.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	
LAFS.7.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
LAFS.7.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.	⊙
LAFS.7.W.2.AP.5e	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	⊙
LAFS.7.W.2.AP.5f	Use feedback from adults and peers to improve writing.	⊙
LAFS.7.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●

Cluster 3: Research to Build and Present Knowledge		
LAFS.7.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).	●
LAFS.7.W.3.AP.8a	List Internet search terms for a topic of persuasive writing.	⊙
LAFS.7.W.3.AP.8b	List Internet search terms for a topic of study.	●
LAFS.7.W.3.AP.8c	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.7.W.3.AP.8d	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.	●
LAFS.7.W.3.AP.8e	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	⊙
LAFS.7.W.3.AP.8f	Use a standard format to produce citations.	⊙
LAFS.7.W.3.AP.8g	Evaluate print and digital sources to refine ideas or thoughts while writing.	⊙
LAFS.7.W.3.AP.9a	Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection and research.	●
Cluster 4: Range of Writing		
LAFS.7.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.7.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

LAFS.7.SL.1.AP.1a	Discuss how own view or opinion changes using new information provided by others.	⊙
LAFS.7.SL.1.AP.1b	Describe how the claims within a speaker's argument match own argument.	⊙
LAFS.7.SL.1.AP.1c	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	⊙
LAFS.7.SL.1.AP.2a	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.	
LAFS.7.SL.1.AP.2b	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.	⊙
LAFS.7.SL.1.AP.2c	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.	⊙
LAFS.7.SL.1.AP.3a	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	⊙
LAFS.7.SL.1.AP.3b	Evaluate the soundness or accuracy of reasons presented to support a claim.	⊙

Cluster 2: Presentation of Knowledge and Ideas

LAFS.7.SL.2.AP.4a	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.	⊙
LAFS.7.SL.2.AP.4b	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.7.SL.2.AP.5a	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	●
LAFS.7.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

LAFS.7.L.1.AP.1a	Use simple, compound, complex and compound-complex sentences within writing when appropriate.	⊙
LAFS.7.L.1.AP.1b	Use phrases and clauses accurately within a sentence.	⊙
LAFS.7.L.1.AP.2a	Use commas to separate coordinate adjectives.	⊙
LAFS.7.L.1.AP.2b	Spell words correctly in writing.	⊙

Cluster 2: Knowledge of Language

LAFS.7.L.2.AP.3a	Choose language that expresses ideas precisely and concisely by eliminating wordiness and redundancy.	⊙
LAFS.7.L.2.AP.3b	Use words, phrases or gathered information to accurately reflect meaning.	●

Cluster 3: Vocabulary Acquisition and Use

LAFS.7.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the meaning of grade appropriate words or phrases.	●
LAFS.7.L.3.AP.4b	Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	●
LAFS.7.L.3.AP.4c	Find the pronunciation of a word.	●
LAFS.7.L.3.AP.4d	Find the synonym for a word.	
LAFS.7.L.3.AP.4e	Find the precise meaning of a word.	●
LAFS.7.L.3.AP.5a	Use words, phrases or gathered information to accurately reflect literary context.	⊙
LAFS.7.L.3.AP.5b	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin).	⊙
LAFS.7.L.3.AP.5c	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
LAFS.7.L.3.AP.5d	Identify allusion within a text or media.	
LAFS.7.L.3.AP.5e	Interpret figures of speech (e.g., personification, allusions) in context.	●
LAFS.7.L.3.AP.5f	Identify the connotative meaning (the idea associated with the word) of a word or phrase.	●
LAFS.7.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●
LAFS.7.L.3.AP.6b	Use general academic and domain-specific words and phrases accurately.	●

GRADE 8

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

LAFS.8.RL.1.AP.1a	Refer to details and examples in a text when explaining what the text says explicitly.	●
LAFS.8.RL.1.AP.1b	Use two or more pieces of evidence to support inferences, conclusions or summaries of text.	●
LAFS.8.RL.1.AP.1c	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	⊙
LAFS.8.RL.1.AP.2a	Determine the theme or central idea of a text.	⊙
LAFS.8.RL.1.AP.2b	Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting and plot.	
LAFS.8.RL.1.AP.2c	Provide/create an objective summary of a text.	●
LAFS.8.RL.1.AP.3a	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.	
LAFS.8.RL.1.AP.3b	Identify the use of literary techniques within a text.	
LAFS.8.RL.1.AP.3c	Explain how the use of literary techniques within a text advances the plot or reveals aspects of a character.	

Cluster 2: Craft and Structure

LAFS.8.RL.2.AP.4a	Identify and interpret an analogy within a text.	
LAFS.8.RL.2.AP.4b	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.	●
LAFS.8.RL.2.AP.5a	Compare and contrast the structure of two or more texts.	
LAFS.8.RL.2.AP.5b	Explain how language use contributes to the meaning of a poem or drama.	
LAFS.8.RL.2.AP.6a	Analyze how differences in points of view create such effects as suspense or humor.	

Cluster 3: Integration of Knowledge and Ideas

LAFS.8.RL.3.AP.7a	Compare and contrast content presented in text, media and live performance.	
LAFS.8.RL.3.AP.9a	Compare modern works of literature to the texts from which they draw ideas.	

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.8.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts, including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	●
LAFS.8.RL.4.AP.10b	Use a variety of strategies to derive meaning from a variety of texts.	●

Strand: READING STANDARDS FOR INFORMATIONAL TEXT		
Cluster 1: Key Ideas and Details		
LAFS.8.RI.1.AP.1a	Use two or more pieces of evidence to support inferences, conclusions or summaries of text.	●
LAFS.8.RI.1.AP.1b	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries of text.	◉
LAFS.8.RI.1.AP.2a	Determine two or more central ideas in a text.	◉
LAFS.8.RI.1.AP.2b	Analyze the development of the central ideas over the course of the text.	
LAFS.8.RI.1.AP.2c	Provide/create an objective summary of a text.	●
LAFS.8.RI.1.AP.3a	Use comparisons provided by the text to identify relationships between people or events.	●
LAFS.8.RI.1.AP.3b	Determine how analogies in the text create relationships between people or events.	
Cluster 2: Craft and Structure		
LAFS.8.RI.2.AP.4a	Identify and interpret an analogy within a text.	
LAFS.8.RI.2.AP.4b	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.	●
LAFS.8.RI.2.AP.4c	Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.	
LAFS.8.RI.2.AP.5a	Use signal words as a means of locating information.	◉
LAFS.8.RI.2.AP.5b	Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.	
LAFS.8.RI.2.AP.5c	Determine the structure of a text (e.g., chronological order, compare/contrast, cause/effect, problem/solution).	
LAFS.8.RI.2.AP.5d	Determine how the information in each section contributes to the whole or to the development of ideas.	◉
LAFS.8.RI.2.AP.6a	Determine an author's purpose for writing the text.	◉

Cluster 3: Integration of Knowledge and Ideas		
LAFS.8.RI.3.AP.7a	Identify and evaluate advantages of different mediums.	⊙
LAFS.8.RI.3.AP.7b	List and evaluate the disadvantages of different mediums.	
LAFS.8.RI.3.AP.7c	Evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	⊙
LAFS.8.RI.3.AP.8a	Identify an argument or claim that the author makes.	
LAFS.8.RI.3.AP.8b	Evaluate the claim or argument to determine if it is supported by evidence.	
LAFS.8.RI.3.AP.8c	Identify irrelevant evidence and claims.	
LAFS.8.RI.3.AP.9a	Analyze a case in which two or more texts provide conflicting information on the same topic.	
LAFS.8.RI.3.AP.9b	Identify where the texts disagree on matters of fact or interpretation.	
Cluster 4: Range of Reading and Level of Text Complexity		
LAFS.8.RI.4.AP.10a	Read or listen to a variety of texts, including historical novels, periodicals, biographies, essays, speeches, journals, news articles and nonfiction novels.	●
LAFS.8.RI.4.AP.10b	Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts).	●

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes		
LAFS.8.W.1.AP.1a	Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.	⊙
LAFS.8.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's claim.	●
LAFS.8.W.1.AP.1c	Write arguments to support claims with logical reasoning and relevant evidence from credible sources.	⊙
LAFS.8.W.1.AP.1d	Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.	⊙
LAFS.8.W.1.AP.1e	Maintain a consistent style and voice throughout writing.	⊙
LAFS.8.W.1.AP.1f	Provide a concluding statement or section that supports and summarizes the argument presented.	●
LAFS.8.W.1.AP.2a	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	●
LAFS.8.W.1.AP.2b	Provide a clear introduction, previewing information to follow and summarizing stated focus.	⊙

LAFS.8.W.1.AP.2c	Develop the topic (e.g., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	●
LAFS.8.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	⊙
LAFS.8.W.1.AP.2e	Use precise language and domain-specific vocabulary to inform about or explain the topic.	●
LAFS.8.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	⊙
LAFS.8.W.1.AP.2g	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.	●
LAFS.8.W.1.AP.2h	Provide a concluding statement or section that follows from and supports the information or explanation presented.	●
LAFS.8.W.1.AP.2i	Report on a topic with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.8.W.1.AP.3a	Orient the reader by establishing a context and point of view and introducing a narrator and/or characters .	
LAFS.8.W.1.AP.3b	Organize ideas and events so that they unfold naturally.	
LAFS.8.W.1.AP.3c	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
LAFS.8.W.1.AP.3d	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.	
LAFS.8.W.1.AP.3e	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	
LAFS.8.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.	
LAFS.8.W.1.AP.3g	Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.	

Cluster 2: Production and Distribution of Writing

LAFS.8.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).	●
LAFS.8.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.	●
LAFS.8.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade or make an argument) and audience.	●
LAFS.8.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	⊙

LAFS.8.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	
LAFS.8.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
LAFS.8.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.	◉
LAFS.8.W.2.AP.5e	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	◉
LAFS.8.W.2.AP.5f	Use feedback from adults and peers to improve writing.	◉
LAFS.8.W.2.AP.6a	Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).	●

Cluster 3: Research to Build and Present Knowledge

LAFS.8.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.8.W.3.AP.8a	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	●
LAFS.8.W.3.AP.8b	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	◉
LAFS.8.W.3.AP.8c	Use a standard format to produce citations.	◉
LAFS.8.W.3.AP.8d	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.8.W.3.AP.8e	Evaluate print and digital sources to refine ideas or thoughts while writing.	●
LAFS.8.W.3.AP.8f	Use a standard format to write citations.	◉
LAFS.8.W.3.AP.9a	Provide evidence from grade-appropriate literary texts to support analysis and reflection.	●
LAFS.8.W.3.AP.9b	Provide evidence from grade-appropriate informational texts to support analysis, reflection and research.	●

Cluster 4: Range of Writing

LAFS.8.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.8.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

LAFS.8.SL.1.AP.1a	Use information and feedback to refine understanding.	●
LAFS.8.SL.1.AP.1b	Use information and feedback to clarify meaning for readers.	⊙
LAFS.8.SL.1.AP.1c	Discuss how own view or opinion changes using new information provided by others.	⊙
LAFS.8.SL.1.AP.2a	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	
LAFS.8.SL.1.AP.2b	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	
LAFS.8.SL.1.AP.2c	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.	
LAFS.8.SL.1.AP.3a	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	⊙
LAFS.8.SL.1.AP.3b	Identify when irrelevant evidence is introduced within an argument.	⊙
LAFS.8.SL.1.AP.3c	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.	⊙

Cluster 2: Presentation of Knowledge and Ideas

LAFS.8.SL.2.AP.4a	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.	⊙
LAFS.8.SL.2.AP.4b	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.8.SL.2.AP.5a	With guidance and support, determine and include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	●
LAFS.8.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

LAFS.8.L.1.AP.1a	Use active and passive verbs in writing.	⊙
LAFS.8.L.1.AP.1b	Use verbs in indicative, imperative, interrogative, conditional and/or subjunctive mood in writing.	⊙
LAFS.8.L.1.AP.2a	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	⊙
LAFS.8.L.1.AP.2b	Identify the use of an ellipsis to indicate an omission.	⊙
LAFS.8.L.1.AP.2c	Spell words correctly in writing.	⊙

Cluster 2: Knowledge of Language		
LAFS.8.L.2.AP.3a	Use active and passive voice in writing to achieve a particular effect.	
LAFS.8.L.2.AP.3b	Use verbs in the conditional and subjunctive mood to achieve a particular effect.	

Cluster 3: Vocabulary Acquisition and Use		
LAFS.8.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a grade appropriate word or phrase.	●
LAFS.8.L.3.AP.4b	Verify the prediction of the meaning of a new word or phrase.	●
LAFS.8.L.3.AP.4c	Find the pronunciation of a word.	●
LAFS.8.L.3.AP.4d	Find the synonym for a word.	
LAFS.8.L.3.AP.4e	Find the precise meaning of a word.	●
LAFS.8.L.3.AP.5a	Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.	
LAFS.8.L.3.AP.5b	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	⊙
LAFS.8.L.3.AP.5c	Use the relationship between particular words to better understand each of the words.	
LAFS.8.L.3.AP.5d	Identify irony within a text or media.	
LAFS.8.L.3.AP.5e	Identify a pun within a text or media.	
LAFS.8.L.3.AP.5f	Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.	⊙
LAFS.8.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●
LAFS.8.L.3.AP.6b	Use general academic and domain-specific words and phrases accurately.	●

GRADES 9-10

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

LAFS.910.RL.1.AP.1a	Use two or more pieces of evidence to support inferences.	◉
LAFS.910.RL.1.AP.1b	Use two or more pieces of textual evidence to support conclusions.	●
LAFS.910.RL.1.AP.1c	Use two or more pieces of evidence to support the summary of the text.	◉
LAFS.910.RL.1.AP.1d	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries of text.	◉
LAFS.910.RL.1.AP.2a	Determine the theme or central idea of an adapted grade-appropriate text.	◉
LAFS.910.RL.1.AP.2b	Determine how the theme develops.	◉
LAFS.910.RL.1.AP.2c	Determine how key details support the development of the theme of an adapted grade-appropriate text.	◉
LAFS.910.RL.1.AP.3a	Identify a character with multiple or conflicting motivations (i.e., a complex character).	
LAFS.910.RL.1.AP.3b	Delineate how a complex character develops over the course of a text, interacts with other characters and advances the plot or develops the theme.	

Cluster 2: Craft and Structure

LAFS.910.RL.2.AP.4a	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.	●
LAFS.910.RL.2.AP.5a	Identify the author's choice of text structure to create meaning (e.g., order of events, flashbacks, foreshadowing).	
LAFS.910.RL.2.AP.6a	Compare and contrast works from different cultures with a common theme.	
LAFS.910.RL.2.AP.6b	Analyze the point of view reflected in a work of literature.	

Cluster 3: Integration of Knowledge and Ideas

LAFS.910.RL.3.AP.7a	Identify what is the same or what is different in two sources or mediums.	
LAFS.910.RL.3.AP.9a	Analyze how an author uses specific works with similar themes to build meaning.	

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.910.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts, including historical novels, classical dramas or plays, poetry, novels, fiction and nonfiction.	●
LAFS.910.RL.4.AP.10b	Use strategies to derive meaning from a variety of texts and mediums.	●

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

LAFS.910.RI.1.AP.1a	Use two or more pieces of evidence to support inferences, conclusions or summaries.	●
LAFS.910.RI.1.AP.1b	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.	◉
LAFS.910.RI.1.AP.2a	Determine the central idea of a text.	◉
LAFS.910.RI.1.AP.2b	Determine how the central idea develops.	
LAFS.910.RI.1.AP.2c	Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.	
LAFS.910.RI.1.AP.2d	Provide/create an objective summary of a text or an adapted grade appropriate text.	●
LAFS.910.RI.1.AP.3a	Analyze key points throughout a text to determine the organizational pattern or text structure.	
LAFS.910.RI.1.AP.3b	Identify connections between key points.	

Cluster 2: Craft and Structure

LAFS.910.RI.2.AP.4a	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.	●
LAFS.910.RI.2.AP.4b	Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.	
LAFS.910.RI.2.AP.5a	Analyze in detail how an author's ideas or claims are developed.	
LAFS.910.RI.2.AP.5b	Identify key sentences or paragraphs that support claims.	◉
LAFS.910.RI.2.AP.6a	Determine the author's point of view or purpose in a text.	◉
LAFS.910.RI.2.AP.6b	Determine/identify the specific language/words that the author uses to advance the point of view or purpose.	
LAFS.910.RI.2.AP.6c	Develop and explain ideas for why authors made specific word choices within text.	

Cluster 3: Integration of Knowledge and Ideas		
LAFS.910.RI.3.AP.7a	Compare and contrast various accounts of a subject in two or more mediums.	⊙
LAFS.910.RI.3.AP.8a	Identify claims and arguments made by the author.	
LAFS.910.RI.3.AP.8b	Delineate/trace the authors argument and specific claims.	
LAFS.910.RI.3.AP.8c	Evaluate the argument/claims that the author makes to determine if the statements are true or false.	
LAFS.910.RI.3.AP.8d	Delineate the argument and specific claims in two or more texts or adapted grade-appropriate texts on related topics.	
LAFS.910.RI.3.AP.8e	Assess the validity of the arguments across texts on related topics.	
LAFS.910.RI.3.AP.9a	Identify central ideas and concepts in 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").	
LAFS.910.RI.3.AP.9b	Analyze how 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") address similar central ideas.	
Cluster 4: Range of Reading and Level of Text Complexity		
LAFS.910.RI.4.AP.10a	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.	⊙
LAFS.910.RI.4.AP.10b	Read or listen to challenging grade-appropriate texts.	⊙
LAFS.910.RI.4.AP.10c	Use a variety of strategies to derive meaning from a variety print/non-print texts.	●

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes		
LAFS.910.W.1.AP.1a	Introduce claim(s) for an argument that reflects knowledge of the topic.	●
LAFS.910.W.1.AP.1b	Identify claim(s) from alternate or opposing claims(s) in writing.	
LAFS.910.W.1.AP.1c	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) developing relationships among claim(s), reason and evidence.	
LAFS.910.W.1.AP.1d	Identify evidence for claim(s) and counterclaim(s).	⊙
LAFS.910.W.1.AP.1e	Develop clear claim(s) with specific evidence for a topic or text.	⊙
LAFS.910.W.1.AP.1f	Use words, phrases and clauses to create cohesion within writing.	⊙
LAFS.910.W.1.AP.1g	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.	
LAFS.910.W.1.AP.1h	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	⊙

LAFS.910.W.1.AP.1i	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.	
LAFS.910.W.1.AP.2a	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	●
LAFS.910.W.1.AP.2b	Provide a clear introduction previewing information to follow and summarizing stated focus.	◉
LAFS.910.W.1.AP.2c	Provide relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate for the audience.	◉
LAFS.910.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	◉
LAFS.910.W.1.AP.2e	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	●
LAFS.910.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person or formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	◉
LAFS.910.W.1.AP.2g	Provide a concluding statement or section that follows from and supports the information or explanation presented.	●
LAFS.910.W.1.AP.2h	Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details that support the main ideas.	●
LAFS.910.W.1.AP.3a	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.	
LAFS.910.W.1.AP.3b	Engage and orient the reader to the narrator and/or characters.	
LAFS.910.W.1.AP.3c	Produce a narrative that includes dialogue that advances the plot or theme e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).	
LAFS.910.W.1.AP.3d	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	
LAFS.910.W.1.AP.3e	Sequence events so that they build on one another to create a coherent whole.	
LAFS.910.W.1.AP.3f	Create a smooth progression of experiences or events.	
LAFS.910.W.1.AP.3g	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	
LAFS.910.W.1.AP.3h	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	

Cluster 2: Production and Distribution of Writing

LAFS.910.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).	●
LAFS.910.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.	●
LAFS.910.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to argue) or audience.	●
LAFS.910.W.2.AP.5a	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
LAFS.910.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	
LAFS.910.W.2.AP.5c	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument) focused on a specific purpose and audience.	⊙
LAFS.910.W.2.AP.5d	Strengthen writing by revising and editing.	⊙
LAFS.910.W.2.AP.5e	Strengthen writing by revising and editing (e.g., review product, strengthening story).	⊙
LAFS.910.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●

Cluster 3: Research to Build and Present Knowledge

LAFS.910.W.3.AP.7a	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).	●
LAFS.910.W.3.AP.8a	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.	●
LAFS.910.W.3.AP.8b	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.	●
LAFS.910.W.3.AP.8c	Integrate information presented by others into the writing product while avoiding plagiarism.	⊙
LAFS.910.W.3.AP.8d	Use a standard format to write citations.	⊙
LAFS.910.W.3.AP.8e	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.	⊙
LAFS.910.W.3.AP.9a	Provide evidence from literary or information texts to support analysis, reflection and research.	●
LAFS.910.W.3.AP.9b	Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.	
LAFS.910.W.3.AP.9c	Refine writing to assure accuracy/authenticity (historical, geographical, technical).	⊙

Cluster 4: Range of Writing		
LAFS.910.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.910.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration		
LAFS.910.SL.1.AP.1a	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.	◉
LAFS.910.SL.1.AP.1b	Summarize points of agreement and disagreement within a discussion on a given topic or text.	
LAFS.910.SL.1.AP.1c	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	◉
LAFS.910.SL.1.AP.1d	Work with peers to set rules for collegial discussions and decision making.	◉
LAFS.910.SL.1.AP.1e	Actively seek the ideas or opinions of others in a discussion on a given topic or text.	●
LAFS.910.SL.1.AP.1f	Engage appropriately in discussion with others who have a diverse or divergent perspective.	●
LAFS.910.SL.1.AP.2a	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	◉
LAFS.910.SL.1.AP.3a	Determine the speaker's point of view or purpose in a text.	◉
LAFS.910.SL.1.AP.3b	Determine what arguments the speaker makes.	◉
LAFS.910.SL.1.AP.3c	Evaluate the evidence used to make the argument.	◉
LAFS.910.SL.1.AP.3d	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.	◉

Cluster 2: Presentation of Knowledge and Ideas		
LAFS.910.SL.2.AP.4a	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.910.SL.2.AP.5a	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	●
LAFS.910.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

LAFS.910.L.1.AP.1a	Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing or speaking).	
LAFS.910.L.1.AP.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participal, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.	
LAFS.910.L.1.AP.2a	Use a semicolon (i.e., to link two or more related independent clauses) appropriately in writing.	⊙
LAFS.910.L.1.AP.2b	Use a colon (i.e., to introduce a list or quotation) appropriately in writing.	⊙
LAFS.910.L.1.AP.2c	Spell correctly in writing.	⊙

Cluster 2: Knowledge of Language

LAFS.910.L.2.AP.3a	Write and edit work to conform to guidelines in a style manual.	⊙

Cluster 3: Vocabulary Acquisition and Use

LAFS.910.L.3.AP.4a	Verify the prediction of the meaning of a new word or phrase.	●
LAFS.910.L.3.AP.4b	Find the synonym for a word.	
LAFS.910.L.3.AP.4c	Find the precise meaning of a word.	●
LAFS.910.L.3.AP.4d	Find the part of speech for a word.	
LAFS.910.L.3.AP.4e	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	●
LAFS.910.L.3.AP.	Interpret how literary devices advance the plot or affect the tone or pacing of a work.	
LAFS.910.L.3.AP.5b	Identify the denotation for a known word.	
LAFS.910.L.3.AP.5c	Explain differences or changes in the meaning of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	
LAFS.910.L.3.AP.5d	Identify an oxymoron in a text.	
LAFS.910.L.3.AP.5e	Interpret figures of speech in context.	●
LAFS.910.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●
LAFS.910.L.3.AP.6b	Use newly acquired domain-specific words and phrases accurately.	●

GRADES 11-12

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

LAFS.1112.RL.1.AP.1a	Use two or more pieces of evidence to support inferences, conclusions or summaries of the plot, purpose or theme within a text.	◉
LAFS.1112.RL.1.AP.1b	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries or text.	◉
LAFS.1112.RL.1.AP.1c	Use evidence to support conclusions about ideas not explicitly stated in the text.	◉
LAFS.1112.RL.1.AP.2a	Determine two or more themes or central ideas of an adapted grade appropriate text.	◉
LAFS.1112.RL.1.AP.2b	Determine how the theme develops.	◉
LAFS.1112.RL.1.AP.2c	Provide/create an objective summary of a text.	●
LAFS.1112.RL.1.AP.3a	Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.	
LAFS.1112.RL.1.AP.3b	Analyze the author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	

Cluster 2: Craft and Structure

LAFS.1112.RL.2.AP.4a	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes and idioms) and connotative meanings.	◉
LAFS.1112.RL.2.AP.5a	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	
LAFS.1112.RL.2.AP.6a	Define satire, sarcasm and irony.	
LAFS.1112.RL.2.AP.6b	Differentiate what is directly stated in a text from what is meant.	◉

Cluster 3: Integration of Knowledge and Ideas

LAFS.1112.RL.3.AP.7a	Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text.	
LAFS.1112.RL.3.AP.9a	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 (historical reflection, social, morals).	

Cluster 4: Range of Reading and Level of Text Complexity	
LAFS.1112.RL.4.AP.10a Read or listen to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels, fiction and nonfiction.	●
LAFS.1112.RL.4.AP.10b Independently read or listen to texts or grade-appropriate adapted texts.	●
LAFS.1112.RL.4.AP.10c Use a variety of strategies to derive meaning from a variety of texts.	●

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details	
LAFS.1112.RI.1.AP.1a Use two or more pieces of evidence to support inferences, conclusions or summaries of text or an adapted grade-appropriate text.	●
LAFS.1112.RI.1.AP.1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.	◉
LAFS.1112.RI.1.AP.2a Determine two or more central ideas of a text.	◉
LAFS.1112.RI.1.AP.2b Determine how the central ideas develop.	
LAFS.1112.RI.1.AP.2c Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.	
LAFS.1112.RI.1.AP.2d Provide/create an objective summary of a text.	●
LAFS.1112.RI.1.AP.3a Analyze key points throughout a text to determine the organizational pattern or text structure.	
LAFS.1112.RI.1.AP.3b Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.	

Cluster 2: Craft and Structure	
LAFS.1112.RI.2.AP.4a Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.	●
LAFS.1112.RI.2.AP.5a Analyze the structure an author uses in his or her exposition or argument.	
LAFS.1112.RI.2.AP.5b Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear and convincing.	
LAFS.1112.RI.2.AP.6a Determine the author's point of view or purpose in a text.	◉
LAFS.1112.RI.2.AP.6b Determine what arguments the author makes.	
LAFS.1112.RI.2.AP.6c Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.	

Cluster 3: Integration of Knowledge and Ideas

LAFS.1112.RI.3.AP.7a	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.	◉
LAFS.1112.RI.3.AP.8a	Identify claims made by the author as being fact or opinion.	
LAFS.1112.RI.3.AP.8b	Distinguish reliable sources from non-reliable.	◉
LAFS.1112.RI.3.AP.8c	Evaluate the premises, purposes and argument that the author makes.	
LAFS.1112.RI.3.AP.8d	Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.	
LAFS.1112.RI.3.AP.8e	Assess the validity of the premises, purposes and arguments across texts on related topics.	
LAFS.1112.RI.3.AP.9a	Identify central ideas and concepts in 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").	
LAFS.1112.RI.3.AP.9b	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").	

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.1112.RI.4.AP.10a	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.	◉
LAFS.1112.RI.4.AP.10b	Independently read challenging, grade-appropriate texts.	◉
LAFS.1112.RI.4.AP.10c	Use a variety of strategies to derive meaning from a variety of print/non print texts.	●

Strand: WRITING STANDARDS
Cluster 1: Text Types and Purposes

LAFS.1112.W.1.AP.1a	Introduce claim(s) for an argument that reflects knowledge of the topic.	●
LAFS.1112.W.1.AP.1b	Use context or related text to establish the significance of the claim(s).	
LAFS.1112.W.1.AP.1c	Identify claim(s) from alternate or opposing claims(s) in writing.	
LAFS.1112.W.1.AP.1d	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason and evidence.	
LAFS.1112.W.1.AP.1e	Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.	◉
LAFS.1112.W.1.AP.1f	Develop clear claim(s) with the most relevant evidence for a topic or text.	◉

LAFS.1112.W.1.AP.1g	Use words, phrases and clauses to create cohesion within writing.	◉
LAFS.1112.W.1.AP.1h	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.	
LAFS.1112.W.1.AP.1i	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	◉
LAFS.1112.W.1.AP.1j	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.	
LAFS.1112.W.1.AP.2a	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	●
LAFS.1112.W.1.AP.2b	Provide a clear introduction previewing information to follow and summarizing stated focus.	◉
LAFS.1112.W.1.AP.2c	Provide the facts, extended definitions, concrete details, quotations or other information and examples that are most relevant to the focus and appropriate for the audience.	◉
LAFS.1112.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	◉
LAFS.1112.W.1.AP.2e	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	●
LAFS.1112.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	◉
LAFS.1112.W.1.AP.2g	Provide a concluding statement or section that follows from and supports the information or explanation presented.	●
LAFS.1112.W.1.AP.2h	Report on a topic using a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.1112.W.1.AP.3a	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.	
LAFS.1112.W.1.AP.3b	Engage and orient the reader to the narrator and/or characters.	
LAFS.1112.W.1.AP.3c	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).	
LAFS.1112.W.1.AP.3d	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	

LAFS.1112.W.1.AP.3e	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).	
LAFS.1112.W.1.AP.3f	Create a smooth progression of experiences or events.	
LAFS.1112.W.1.AP.3g	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	
LAFS.1112.W.1.AP.3h	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	
Cluster 2: Production and Distribution of Writing		
LAFS.1112.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).	●
LAFS.1112.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.	●
LAFS.1112.W.2.AP.4c	Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to argue or support claims) or audience.	●
LAFS.1112.W.2.AP.5a	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
LAFS.1112.W.2.AP.5b	Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●
LAFS.1112.W.2.AP.5c	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).	⊙
LAFS.1112.W.2.AP.5d	Strengthen writing by revising and editing.	⊙
LAFS.1112.W.2.AP.5e	Strengthen writing by revising and editing (e.g., review product, strengthening story).	⊙
LAFS.1112.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●

Cluster 3: Research to Build and Present Knowledge

LAFS.1112.W.3.AP.7a	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.1112.W.3.AP.8a	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.	●
LAFS.1112.W.3.AP.8b	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.	●
LAFS.1112.W.3.AP.8c	Integrate information presented by others that is determined to be the most appropriate for the task, purpose and audience into the writing product while avoiding plagiarism.	◉
LAFS.1112.W.3.AP.8d	Use a standard format to write citations.	◉
LAFS.1112.W.3.AP.8e	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.	◉
LAFS.1112.W.3.AP.9a	Provide evidence from literary or information texts to support analysis, reflection and research.	●
LAFS.1112.W.3.AP.9b	Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.	
LAFS.1112.W.3.AP.9c	Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).	◉

Cluster 4: Range of Writing

LAFS.1112.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.1112.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

LAFS.1112.SL.1.AP.1a	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.	◉
LAFS.1112.SL.1.AP.1b	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.	◉
LAFS.1112.SL.1.AP.1c	Summarize points of agreement and disagreement within a discussion on a given topic or text.	
LAFS.1112.SL.1.AP.1d	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	◉
LAFS.1112.SL.1.AP.1e	Work with peers to promote democratic discussions.	◉
LAFS.1112.SL.1.AP.1f	Actively seek the ideas or opinions of others in a discussion on a given topic or text.	●
LAFS.1112.SL.1.AP.1g	Engage appropriately in discussion with others who have a diverse or divergent perspectives.	●
LAFS.1112.SL.1.AP.2a	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	◉
LAFS.1112.SL.1.AP.3a	Determine the speaker's point of view or purpose in a text.	◉
LAFS.1112.SL.1.AP.3b	Determine what arguments the speaker makes.	◉
LAFS.1112.SL.1.AP.3c	Evaluate the evidence used to make the speaker's argument.	◉
LAFS.1112.SL.1.AP.3d	Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.	◉

Cluster 2: Presentation of Knowledge and Ideas

LAFS.1112.SL.2.AP.4a	Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.1112.SL.2.AP.5a	Include digital multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	●
LAFS.1112.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

LAFS.1112.L.1.AP.1a	Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.	
LAFS.1112.L.1.AP.2a	Follow hyphenation conventions.	
LAFS.1112.L.1.AP.2b	Spell correctly in writing.	⊙

Cluster 2: Knowledge of Language

LAFS.1112.L.2.AP.3a	Vary syntax within writing for effect.	⊙
LAFS.1112.L.2.AP.3b	Write and edit work to conform to guidelines in a style manual.	⊙

Cluster 3: Vocabulary Acquisition and Use

LAFS.1112.L.3.AP.4a	Verify the prediction of the meaning of a new word or phrase.	●
LAFS.1112.L.3.AP.4b	Consult reference materials to find the synonym for a word.	⊙
LAFS.1112.L.3.AP.4c	Consult reference materials to find the precise meaning of a word.	●
LAFS.1112.L.3.AP.4d	Consult reference materials to find the part of speech for a word.	⊙
LAFS.1112.L.3.AP.4e	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	●
LAFS.1112.L.3.AP.5a	Interpret how literary devices advance the plot and affect the tone or pacing of a work.	
LAFS.1112.L.3.AP.5b	Identify the denotation for a known word.	⊙
LAFS.1112.L.3.AP.5c	Explain differences or changes in the meaning of words with similar denotations.	
LAFS.1112.L.3.AP.5d	Identify hyperbole in a text.	
LAFS.1112.L.3.AP.5e	Interpret figures of speech in context.	●
LAFS.1112.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●
LAFS.1112.L.3.AP.6b	Use newly acquired domain-specific words and phrases accurately.	●