

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

- (E) make connections to personal experiences, ideas in other texts, and society; Readiness Standard
- (F) make inferences and use evidence to support understanding; Readiness Standard
- (G) evaluate details read to determine key ideas; Readiness Standard
- (H) synthesize information to create new understanding; Readiness Standard

(7)

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (C) use text evidence to support an appropriate response; Readiness Standard
- (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; Readiness Standard

(8)

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- (A) infer basic themes supported by text evidence; Supporting Standard
- (B) explain the interactions of the characters and the changes they undergo; Readiness Standard
- (C) analyze plot elements, including the rising action, climax, falling action, and resolution; Readiness Standard
- (D) explain the influence of the setting, including historical and cultural settings, on the plot. Supporting Standard

(9)

The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (C) analyze the author's use of print and graphic features to achieve specific purposes; Supporting Standard
- (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; Supporting Standard
- (E) identify and understand the use of literary devices, including first- or third-person point of view; Supporting Standard
- (F) discuss how the author's use of language contributes to voice; Supporting Standard
- (G) identify and explain the use of anecdote. Supporting Standard

(11)

The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and Readiness Standard
 - (ii) developing an engaging idea with relevant details; Readiness Standard
- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; Readiness Standard
- (D) edit drafts using standard English conventions, including: Supporting Standard
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; Readiness Standard
 - (ii) past tense of irregular verbs; Readiness Standard
 - (iii) singular, plural, common, and proper nouns; Supporting Standard
 - (iv) adjectives, including their comparative and superlative forms; Supporting Standard
 - (v) adverbs that convey frequency and adverbs that convey degree; Supporting Standard
 - (vi) prepositions and prepositional phrases; Supporting Standard
 - (vii) pronouns, including reflexive; Supporting Standard
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; Supporting Standard
 - (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; Supporting Standard

- (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and Supporting Standard
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; Readiness Standard

(7)

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; Readiness Standard

(12)

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; Readiness Standard
- (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; Readiness Standard