

## Introduction

In December 2010, the Massachusetts Board of Elementary and Secondary Education and the Massachusetts Board of Early Education and Care adopted new standards for English language arts and literacy across the disciplines, referred to as the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011). The new standards incorporate the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* and a small number of supplemental Massachusetts standards and features.

Commissioner Chester has set the expectation that all public school districts and charter schools in the Commonwealth will have aligned their curricula to the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011) and the *Massachusetts Curriculum Framework for Mathematics* (2011) by the end of the 2012-13 school year.

The tables in this document provide a comparative analysis of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* and the *Massachusetts English Language Arts Curriculum Framework* (2001) and its *Supplement* (2004). The comparative analysis is designed to assist educators, schools and districts in making the transition to the new standards. Please note that in addition to the standards for English language arts, the comparative analysis also incorporates the standards identified for *Literacy in History/Social Studies, Science and Technical Subjects* at grades 6 through 12.

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**Background on the Development of the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy**

The 2011 ELA grade-level standards (from the *Common Core State Standards*) are built on a foundation of broadly stated College and Career Readiness (CCR) Standards for reading, writing, speaking and listening, and English conventions and vocabulary knowledge. They are based in research and evidence, are aligned with college and workplace expectations, are rigorous, and are internationally benchmarked. These CCR standards were developed under the aegis of the National Governors Association and the Council of Chief State School Officers and serve to organize the grade-level standards. From these CCR standards a set of comprehensive K-5 grade-level expectations and two sets of content-specific expectations for grades 6-12, one for English language arts and one for reading and writing in history/social studies, science, and technical subjects were developed. Many of these cross-disciplinary standards mesh with literacy expectations in mathematics as well.

The 2011 ELA grade-level standards emphasize comprehending steadily more complex literary and informational texts; writing gradually more sophisticated arguments, explanations, and narratives; doing progressively more intricate research, including the evaluation of sources and use of emerging technologies; using increasingly involved speaking and listening skills for group discourse, collaboration, and presentation; and demonstrating growing control of language in terms of standard English syntax, spelling, and the use of academic vocabulary.

English language arts skills are recursive; that is, either they appear at a grade level and are assumed to be refined as appropriate in later grades (e.g., students compare plots of stories written by the same author), or they appear with different wording at multiple grade levels. For instance, students read to understand themes in literary texts from an early age (when they discuss a story’s moral), during middle school (when they determine how a central idea is conveyed through particular details), and in high school (when they analyze multiple themes and their development over the course of one or more texts).

English language arts skills are integral to a student’s ability to think and communicate about any topic and with anyone, either known or unknown – in short, to be literate. The introduction to the Common Core document (included in the new *Massachusetts Framework for English Language Arts and Literacy*) lays out a vision for what it means to be literate in the twenty-first century:

Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

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These standards set a high bar for comprehending complex informational and literary texts; for listening with conscious purpose to various forms of discourse; and for presenting powerful oral and written opinions, concise summaries, critical analyses, and well-substantiated arguments on topics of academic value.

### Frequently Asked Questions

#### What are the special features of the 2011 *Massachusetts Curriculum Framework for English Language Arts and Literacy*?

- Emphasis on college and career readiness
- Intentional coherence between the standards for reading literature and for reading informational text
- Emphasis on finding good evidence and using it precisely
- Detailed standards on writing arguments, explanations, and narratives
- Greater emphasis on reading and writing informational texts and writing arguments
- Use of technology to conduct research as well as create, refine, and collaborate on writing
- Standards for literacy in history/social studies, science, and technical subjects
- Supporting material including the research base for the standards (Appendix A), selections from texts to show appropriate levels of text complexity across the grades (Appendix B), and samples of annotated student writing to show the progression of expectations across the grades (Appendix C)
- Emphasis on increasing text complexity through the grades, as exemplified in the text exemplars of Appendix B.

#### How is the 2011 *Massachusetts Curriculum Framework for English Language Arts and Literacy* organized?

- **Guiding Principles** for Effective Programs in English Language Arts and Literacy\*
- **Characteristics of Students Who are College and Career Ready** in Reading, Writing, Speaking and Listening, and Language
- **College and Career Anchor Standards** - Overarching standards that organize the grade-level standards
- **Four strands** at all grade levels: Reading, Writing, Speaking and Listening, and Language
- **Grade-level standards in ELA:** Pre-K\*-8, grade-by-grade; at high school, 9-10 and 11-12 grade bands
- **Standards for Literacy in History/Social Studies, Science, and Technical Subjects:** Literacy standards are embedded at PreK-5; content-specific literacy standards for reading informational text and for writing for grades 6-8, 9-10,11-12
- **Glossary\***
- **Massachusetts Lists of Suggested Authors\***

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What are the major differences between the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011) and the *Massachusetts English Language Arts Curriculum Framework* (2001) and *Supplement* (2004)?

	<b><i>Massachusetts Curriculum Framework for English Language Arts and Literacy (2011)</i></b>	<b><i>Massachusetts English Language Arts Curriculum Framework (2001) and Supplement (2004)</i></b>
Reading	<p>Standards divided into 3 major sets of standards</p> <ul style="list-style-type: none"> <li>• Reading Literature (Pre-K-12)</li> <li>• Reading Informational Text (Pre-K-12)</li> <li>• Foundations of Reading (Pre-K-5)</li> </ul> <p>Standards are organized by grade level PreK-8;                      2 year grade bands in high school (9-10 and 11-12)</p> <p>Emphasis on increasing text complexity through the grades</p>	<p>Standards were organized primarily in two- or three- year grade clusters (e.g., Pre-K-2, 3-4, 5-6, 7-8, 9-10, 11-12, organized under 12 overarching topics:</p> <ul style="list-style-type: none"> <li>• Beginning Reading</li> <li>• Understanding a Text</li> <li>• Making Connections</li> <li>• Genre</li> <li>• Theme</li> <li>• Fiction</li> <li>• Non-Fiction</li> <li>• Poetry</li> <li>• Style and Language</li> <li>• Myth, Traditional Narrative and Classical Literature</li> <li>• Dramatic Literature</li> <li>• Dramatic Reading and Performance</li> </ul> <p>The 2004 <i>Supplement</i> was based on the 2001 <i>Framework</i> provided the refinement of grade-level standards for selected reading standards at grades 3, 5, and 7.</p>
Literacy Across the Content Areas	<p>Literacy standards for all subjects embedded at PreK-5;                      Standards in reading and writing in History/Social Studies (including texts about the arts) Science, and Technical Subjects for grades 6-8, 9-10,11-12</p>	<p>Cross-disciplinary applications of literacy standards were implied but not explicitly adapted for history/social studies, science, and technical subjects</p>

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	<b>Massachusetts Curriculum Framework for English Language Arts and Literacy (2011)</b>	<b>Massachusetts English Language Arts Curriculum Framework (2001) and Supplement (2004)</b>
Writing	<p>Focus on 3 major purposes for writing</p> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Information/Explanation</li> <li>• Narrative</li> </ul> <p>Includes attention to task, purpose and audience, revising and editing, and the use of technology to collaborate with others as well as to produce writing. Also focuses on research, finding good evidence and using it precisely, and writing in response to one or multiple texts</p>	<p>The Composition Strand focused on the process of writing, including standards on drafting, organizing, revising, editing and evaluating writing and conducting research</p>
Speaking and Listening	<p>Focus on establishing, evaluating and supporting a point of view</p> <ul style="list-style-type: none"> <li>• Comprehension and Collaboration – including the clear and persuasive expression of ideas, evaluation of a speaker’s point of view</li> <li>• Presentation of Knowledge and Ideas - including strategic use of a variety of media</li> </ul>	<p>Included in the Language Strand, these standards focused on oral presentation, discussion, listening, contributing and questioning.</p>
Language	<p>Focus on the development of language skills in oral as well as written communication and listening with most emphasis on:</p> <ul style="list-style-type: none"> <li>• Conventions of Standard English - includes a detailed progression that identifies specific knowledge and skills expected at each grade level</li> <li>• Vocabulary acquisition - including particular emphasis on academic and domain-specific words and phrases as well as the function of language in different contexts</li> </ul>	<p>Included in the Language Strand, these standards focused on vocabulary development and the structure and origins of modern English</p>
Media	<p>Integrated throughout the standards, including the use of the Internet to produce, publish and interact with others</p>	<p>Media was a separate strand with two standards, one for the analysis of media, one for communicating with media</p>

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Why isn't there a one-for-one match between the new standards and those in the *Massachusetts English Language Arts Curriculum Framework* (2001) and *Supplement* (2004)?

The two documents are structured differently, both in terms of their grade organization and their approach to content. The standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011) for all grades except high school are organized grade-by-grade instead of the grade clusters found in the *Massachusetts English Language Arts Curriculum Framework* (2001). In addition, the two documents are organized to emphasize different aspects of the same general ELA and literacy content. For example, the *Massachusetts Curriculum Framework for English Language Arts and Literacy* treats the development of academic and discipline-specific vocabulary, as well as knowledge of syntax in far greater depth than the previous framework. In addition, the *Massachusetts Curriculum Framework for English Language Arts and Literacy* places greater emphasis on reading informational texts and writing for different purposes: to make an argument, to explain or inform, to convey experience through a narrative.

Many of the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011) are matched to multiple standards of the *Massachusetts English Language Arts Curriculum Framework* (2001) and *Supplement* (2004). The designation **No equivalent standard at this grade level** in the tables that follow indicates new expectations which may require adjustments in the grade-level curriculum and instruction.

How can this comparative analysis be used?

The transition from the *Massachusetts English Language Arts Curriculum Framework* (2001) and *Supplement* (2004) to the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011) provides an opportunity for educators to take stock of issues beyond knowledge and skills, to encourage consideration of what practices are having the most significant impact on student learning. The comparative analysis is designed to assist educators, schools and districts in adapting current curricula to the new standards, and to identify areas in which new curricula or approaches may be necessary in order to meet the goal that all students graduate prepared for success in college and career.

Grade-level teams may make use of the document to identify knowledge and skills that are a continuation of the previous standards and those that represent new expectations. Further, the document may provide the foundation for discussion of instructional practices and other matters that will best support student achievement. ESE suggests that use of this document include consideration of actual examples of literacy materials such as texts and student work in order to facilitate greater familiarity with the new standards.

Where can I get more information on the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011) and the *Massachusetts Curriculum Framework for Mathematics* (2011)?

There is a similar comparative analysis of the new *Massachusetts Curriculum Framework for Mathematics* (2011) and the *Massachusetts Mathematics Curriculum framework* (2000) and its *Supplement* (2004). This analysis and other information (including the *Common Core State Standards'* Appendices A, B, and C) can be found at <http://www.doe.mass.edu/candi/commoncore/>.

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<b>Pre-Kindergarten: Reading Literature</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	<b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b>
<b>Reading Literature (RL)</b>	<b>Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production</b>
<p>Key Ideas and Details</p> <p>MAPK1. With prompting and support, ask and answer questions about a story or poem read aloud.*</p> <p>MAPK2. With prompting and support, retell a sequence of events from a story read aloud.*</p> <p>MAPK3. With prompting and support, act out characters and events from a story or poem read aloud.*</p>	<p>MA.PK-K.R.8.3 Ask questions about the important characters, settings, and events.</p> <p>MA.PK-K.R.8.2 Retell a main event from a story heard or read.</p> <p>MA.PK-2.R.12.1 Identify the elements of plot, character, and setting in a favorite story.</p> <p>MA.PK-2.M.27.1 Create radio scripts, audiotapes, or videotapes for display or transmission.</p>
<p>Craft and Structure</p> <p>MAPK4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.*</p> <p>MAPK5. (Begins in kindergarten or when the individual child is ready)</p> <p>MAPK6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.*</p>	<p style="background-color: #00FFFF;">No equivalent standard at this grade level.</p> <p>MA.PK-K.R.8.2 Retell a main event from a story heard or read.</p> <p>MA.PK-2.R.12.1 Identify the elements of plot, character, and setting in a favorite story.</p>
<p>Integration of Knowledge and Ideas</p> <p>MAPK7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.*</p> <p>MAPK8. (Not applicable to literature)</p> <p>MAPK8a. Respond to a regular beat in poetry and song by movement or clapping.*</p> <p>MAPK9. With prompting and support, make connections between a story or poems and one’s own experiences.*</p>	<p>MA.PK-K.R.8.1 Make predictions using prior knowledge, pictures, and text.</p> <p>MA. PreK-2 R. 14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry</p> <p>MA PreK-2 R. 11.1 Relate themes in works of fiction and nonfiction to personal experience</p>
<p>Range of Reading and Level of Text Complexity</p> <p>MAPK10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.*</p>	<p>MA. PreK-K R.8.1 Make predictions using prior knowledge, pictures, and text.</p> <p>MA. PreK-K R.8.3 Ask questions about the important characters, settings, and events.</p>

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<b>Pre-Kindergarten: Reading Informational Text</b>	
<b>Reading Informational Text (R1)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b>
Key Ideas and Details MAPK1. With prompting and support, ask and answer questions about an informational text read aloud.* MAPK2. With prompting and support, recall important facts from an informational text after hearing it read aloud.* MAPK3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).*	MA. PreK-K R. 8.4 Make predictions about the content of the text using prior knowledge and text features (title, captions, illustrations). MA. PreK-K R.8.2 Retell important facts from a text heard or read. MA. PreK-K R.8.5 Retell important facts from a text heard or read MA. PreK-2 R.13.5 Restate main ideas and important facts from a text heard or read.  No equivalent standard at this grade level .
Craft and Structure MAPK4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.* MAPK5. (Begins in kindergarten or when the individual child is ready) MAPK6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).*	No equivalent standard at this grade level .  MA. PreK-2 R 13.2 Identify and use knowledge of common graphic features (illustrations, type size).
Integration of Knowledge and Ideas MAPK7. With prompting and support, describe important details from an illustration or photograph.* MAPK8. (Begins in kindergarten or when the individual child is ready) MAPK9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.*	No equivalent standard at this grade level .  MA. PreK-2 R 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
Range of Reading and Level of Text Complexity MAPK10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.*	MA. PreK-K R 8.4 Make predictions about the content of the text using prior knowledge and text features (title, captions, illustrations).
<b>Pre-Kindergarten: Reading Foundations</b>	
<b>Reading Foundations (RF)</b>	<b>Reading and Literature</b>
Print Concepts MAPK1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.*	MA PreK-K R 7.1 Demonstrate understanding of the forms and functions of written English...

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<p>a. .Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.*</p> <p>b. (Begins in kindergarten or when the individual child is ready)</p> <p>c. (Begins in kindergarten or when the individual child is ready)</p> <p>Recognize and name some upper-case letters of the alphabet and the lowercase letters in one’s own name.*</p>	<p>Know how to handle a book and turn the pages</p> <p>Recognize that in English print moves from left to right across the page and from top to bottom;</p> <p>Recognize that written words are separated by spaces;</p> <p>Recognize that sentences in print are made up of separate words.</p> <p>Identify upper- and lower-case letters.</p>
<p>Phonological Awareness</p> <p>MAPK2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).*</p> <p>a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).*</p> <p>b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.*</p> <p>c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.*</p> <p>d. (Begins in kindergarten or when the individual child is ready)</p>	<p>MA. PreK-K R.7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated.</p> <p>Recognize and produce rhyming words;</p> <p>Understand that a sound is a phoneme, or one distinct sound;</p> <p>Understand that words are made up of one or more syllables;</p> <p>Identify the initial, medial, and final sounds of a word;</p> <p>Blend sounds to make words.</p>
<p>Phonics and Word Recognition</p> <p>MAPK3. Demonstrate beginning understanding of phonics and word analysis skills.*</p> <p>a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”).*</p> <p>b. (Begins in kindergarten or when the individual child is ready)</p> <p>c. Recognize one’s own name and familiar common signs and labels (e.g., STOP).*</p> <p>d. (Begins in kindergarten or when the individual child is ready)</p>	<p>MA.PreK-K R.7.3 Use letter-sound correspondences to identify unfamiliar words in print and gain meaning</p> <p>Know that there is a link between letters and sounds.</p> <p>Recognize letter-sound matches by naming and identifying each letter of the alphabet.</p> <p>Understand that written words are composed of letters that represent sounds.</p> <p>Use letter-sound correspondences to decode simple words.</p> <p><b>No equivalent standard at this grade level .</b></p>

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<b>Pre-Kindergarten: Writing</b>	
<b>Writing (W)</b>	<b>Composition</b>
Text Types and Purposes MAPK1. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen.”). * MAPK2. Use a combination of dictating and drawing to explain information about a topic.* MAPK3. Use a combination of dictating and drawing to tell a real or imagined story.* MAPK3a. (Begins in kindergarten)	No equivalent standard at this grade level .  MA.PreK-K C 19.3 Draw pictures and/or use letters or phonetically spelled words to give others information. MA. PreK-K C 19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order. MA PreK-2 C 23.2 Arrange events in order when writing or dictating MA PreK-K C 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story. MA. PreK-K C 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence. MA PreK-2 C 23.1 Arrange events in order when writing or dictating MA.PK-2 C.23.2 Arrange ideas in a way that makes sense.
Production and Distribution of Writing MAPK4. (Begins in grade 3) MAPK5. (Begins in kindergarten or when an individual student is ready) MAPK6. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.*	No equivalent standard at this grade level .
Research to Build and Present Knowledge MAPK7. (Begins in kindergarten or when an individual student is ready) MAPK8. (Begins in kindergarten or when an individual student is ready) MAPK9. (Begins in grade 4)	
Range of Writing MAPK10. (Begins in grade 3)	

<b>Pre-Kindergarten: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language</b>

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<p>Comprehension and Collaboration</p> <p>MAPK1. Participate in collaborative conversations with diverse partners during daily routines and play.*</p> <p>a. Observe and use appropriate ways of interacting in a group (e.g. taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).*</p> <p>b. Continue a conversation through multiple exchanges.*</p> <p>MAPK2. Recall information for short periods of time and retell, act out or represent information from a text read aloud, a recording, or a video (e.g. watch a video about birds and their habitats and make drawings of constructions of birds and their nests).*</p> <p>MAPK3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*</p>	<p>MA PreK-2 L 1.1 Follow agreed-upon rules for discussion (raising one’s hand, waiting one’s turn, speaking one at a time).</p> <p>MA PreK-2 L 2.1 Contribute knowledge to a class discussion in order to develop a topic for a class project.  <b>No equivalent standard at this grade level.</b></p> <p><b>No equivalent standard at this grade level.</b></p>
<p>Presentation of Knowledge and Ideas</p> <p>MAPK4. Describe personal experiences, tell real or imagined stories.*</p> <p>MAPK5. Create representations of experiences or stories (e.g. drawings, constructions with blocks or other materials, or clay models) and explain them to others.*</p> <p>MAPK6. Speak audibly and express thoughts, feelings, and ideas clearly.*</p>	<p>MA PreK-2 L 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.  <b>No equivalent standard at this grade level.</b></p> <p>MA PreK-2 L 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.  MA PreK-2 L 3.2 Maintain focus on a topic.</p>
<b>Pre-Kindergarten: Language</b>	
<b>Language</b>	<b>Language and Composition</b>

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<p>Conventions of Standard English</p> <p>MAPK1. Demonstrate use of oral language in informal every day activities.*</p> <ul style="list-style-type: none"> <li>a. (Begins in kindergarten)</li> <li>b. Use frequently occurring nouns and verbs.*</li> <li>c. Form regular plural nouns.*</li> <li>d. Understand and use question words (e.g., <i>who, what, where, when, why, how</i>).*</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).*</li> <li>f. Demonstrate the ability to speak in complete sentences.*</li> <li>g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to <i>length, area, weight, capacity, and volume</i>.*</li> </ul> <p>MAPK2. (Begins in kindergarten)</p>	<p>No equivalent standard at this grade level.</p>
<p>Knowledge of Language</p> <p>MAPK3. (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use</p> <p>MAPK4. Ask and answer questions about the meaning of new words and phrases introduced through books, activities, and play.*</p> <ul style="list-style-type: none"> <li>a. With guidance and support, generate words that are similar in meaning (e.g., <i>happy/glad, angry/mad</i>).*</li> <li>b. (Begins in kindergarten)</li> </ul> <p>MAPK5. With guidance and support from adults, explore word relationships and nuances of word meanings.*</p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).*</li> <li>b. (Begins in kindergarten)</li> <li>c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).*</li> <li>d. (Begins in kindergarten)</li> </ul> <p>MAPK6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.*</p>	<p>No equivalent standard at this grade level \.</p> <p>MA.PK-K.L.4.1 Identify and sort common words into various classifications (colors, shapes, textures).</p> <p>No equivalent standard at this grade level.</p> <p>No equivalent standard at this grade level.</p>

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<b>Kindergarten: Reading Literature</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	<b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b>
<b>Reading Literature (RL)</b>	<b>Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production</b>
Key Ideas and Details CC.K.RL.1 With prompting and support, ask and answer questions about key details in a text. CC.K.RL.2 With prompting and support, retell familiar stories, including key details. CC.K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	MA PreK-K R 8.3 Ask questions about the important characters, settings, and events.  MA PreK-K R 8.2 Retell a main even from a story heard or read.  MA PreK-2 R 12.1 Identify the elements of plot, character, and setting in a favorite story.
Craft and Structure CC.K.RL.4 Ask and answer questions about unknown words in a text. CC.K.RL.5 Recognize common types of texts (e.g., storybooks, poems).  CC.K.RL.6 With prompting and support, name the author and illustrator of a story	<b>No equivalent standard at this grade level or below.</b> MA PreK-2 R 10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature. MA PreK-2 R 16.1 Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, lullabies) read aloud. MA 1-2 R 7.4 Demonstrate understanding of the various features of written

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and define the role of each in telling the story.	English...identify the author and title of a book and use the table of contents.
<p>Integration of Knowledge and Ideas                  CC.K.RL.7 With prompting and support describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.)                  CC.K.RL.8 Not applicable to literature.                  MA.K.RL.8a. Identify and respond to characteristics of traditional poetry for children: rhyme, regular beats, and repetition of sounds, words, and phrases.*</p> <p>CC.K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>MA PreK-K R 8.1 Make predictions using prior knowledge, pictures, and text.</p> <p>MA PreK-2 R 14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry</p> <p>MA PreK-2 R 9.1 Identify similarities in plot, setting and character among the works of an author or illustrator.</p>
<p>Range of Reading and Level of Text Complexity                  CC.K.RL.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>MA PreK-K R 8.1 Make predictions using prior knowledge, pictures, and text.                  See MA Appendices A and B, Author Lists.</p>

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<b>Kindergarten: Reading Informational Text</b>	
<b>Reading Informational Text (R1)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b>
<p>Key Ideas and Details                      CC.K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CC.K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CC.K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>MA PreK-K R 8.4 Make predictions about the content of the text using prior knowledge and text features (title, captions, illustrations).                      MA PreK-K R 8.2 Retell important facts from a text heard or read.                      MA PreK-2 R 13.5 Restate main ideas and important facts from a text heard or read.</p> <p style="background-color: #00FFFF;">No equivalent standard at this grade level or below.</p>
<p>Craft and Structure                      CC.K.RI.4 Ask and answer questions about unknown words in a text.                      CC.K.RI.5 Identify the front cover, back cover, and title page of a book.</p> <p>CC.K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text.</p>	<p style="background-color: #00FFFF;">No equivalent standard at this grade level or below.</p> <p>MA PreK-K R 7.1 Demonstrate understanding of the forms and functions of written English...identify the covers and title page of a book.                      No equivalent standard at this grade level or below. See MA1-2 R 7.4                      Demonstrate understanding of the various features of written English...identify the author and title of a book and use the table of contents.</p>
<p>Integration of Knowledge and Ideas                      CC.K.RI.7 With prompting and support describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text and illustration depicts.)</p> <p>CC.K.RI.8 With prompting and support, identify the reasons and author gives to support points in a text.</p> <p>CC.K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.</p>	<p>MA PreK-K R 8.1 Make predictions using prior knowledge, pictures, and text.                      MA PreK-2 R 13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.</p> <p style="background-color: #00FFFF;">No equivalent standard at this grade level or below.</p> <p style="background-color: #00FFFF;">No equivalent standard at this grade level or below.</p>
<p>Range of Reading and Level of Text Complexity                      CC.K.RI.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>MA PreK-K R 8.1 Make predictions using prior knowledge, pictures, and text.                      See MA Appendices A and B, Author Lists.</p>

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<b>Kindergarten: Reading Foundations</b>	
<b>Reading Foundations (RF)</b>	<b>Reading and Literature</b>
<p>CC.K.RF.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.                      CC.K.RF.1.a Follow words from left to right, top to bottom, and page-by-page.</p> <p>CC.K.RF.1.b Recognize that spoken works are represented in written language by specific sequences of letters.                      CC.K.RF.1.c Understand that words are separated by spaces in print</p>	<p>MA PreK-K R 7.1 Demonstrate understanding of the forms and functions of written English...                      Recognize that in English print moves from left to right across the page and from top to bottom;                      Recognize that written words are separated by spaces;                      Recognize that sentences in print are made up of separate words.</p>
<p>CC.K.RF.1.d Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Identify upper- and lower-case letters.</p>
<p>CC.K.RF.2 Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                      CC.K.R.2.a. Recognize and produce rhyming words.</p> <p>CC.K.RF.2.b Count, pronounce, blend, and segment syllables in spoken words.                      CC.K.RF.2.c Blend and segment onsets and rimes of single-syllable spoken words.                      CC.K.RF.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.                      CC.K.RF.2.e Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.</p>	<p>MA PreK-K R 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated.                      Recognize and produce rhyming words;                      Understand that a sound is a phoneme, or one distinct sound;                      Understand that words are made up of one or more syllables;                      Identify the initial, medial, and final sounds of a word;                      Blend sounds to make words.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p>
<p>CC.K.RF.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.                      CC.K.RF.3.a Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant.                      CC.K.RF.3.b Associate the long and short sounds with the common spellings (graphemes) of the five major vowels.</p> <p>CC.K.RF.3.c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>CC.K.RF.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>MA PreK-K R 7.3 Use letter-sound correspondences to identify unfamiliar words in print and gain meaning                      Know that there is a link between letters and sounds.                      Recognize letter-sound matches by naming and identifying each letter of the alphabet.                      Understand that written words are composed of letters that represent sounds.                      Use letter-sound correspondences to decode simple words.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p>
<p>CC.K.RF.4 Read emergent reader texts with purpose and understanding.</p>	<p style="background-color: yellow;">No equivalent standard at this grade level or below.</p>

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<b>Kindergarten: Writing</b>	
<b>Writing (W)</b>	<b>Composition</b>
<p>Text Types and Purposes                      CC.K.W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.                      CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information on the topic.                      CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>MA.K.W.3a With prompting and support, write or dictate poems with rhyme and repetition.*</p>	<p>MA.PK-2.C.25.1 Support judgments about classroom activities or presentations.                      MA PreK-K C 19.3 Draw pictures and/or use letters or phonetically spelled words to give others information.                      MA PreK-K C 19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order.                      MA PreK-2 C 23.1 Arrange events in order when writing or dictating                      MA PreK-K C 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.                      MA PreK-K C 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.                      MA PreK-2 C 23.1 Arrange events in order when writing or dictating                      MA.PK-2.C.23.2 Arrange ideas in a way that makes sense.                      No equivalent standard at this grade level or below.</p>
<p>Production and Distribution of Writing                      CC.K.W.4 (Begins in Grade 3)                      CC.K.W.5 With guidance from peers and adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p>	<p>MA PreK-2 C 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.                      No equivalent standard at this grade level or below.</p>
<p>Research to Build and Present Knowledge                      CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.                      CC.K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                      CC.K.W.9 (Begins in grade 4)</p>	<p>MA PreK-2 C 24.1 Generate questions and gather information from several sources in a classroom, school, or public library.                      MA PreK-2 C 24.1 Generate questions and gather information from several sources in a classroom, school, or public library.</p>
<b>Kindergarten: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language</b>
<p>Comprehension and Collaboration                      CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol>	<p>MA PreK-2 L 1.1 Follow agreed-upon rules for discussion (raising one’s hand, waiting one’s turn, speaking one at a time).                      MA PreK-2 L 2.1 Contribute knowledge to a class discussion in order to develop a topic for a class project.</p>

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<p>CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, and requesting clarification if something is not understood.</p> <p>CC.K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CC.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>MA PreK-2 L 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.</p> <p>No equivalent standard at this grade level or below.</p> <p>MA PreK-2 L 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.</p> <p>MA PreK-2 L 3.2 Maintain focus on a topic.</p>

Kindergarten: Language	
Language (L)	Language and Composition
<p>Conventions of Standard English</p> <p>CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or/es/ (e.g., <i>dog, dogs, wish, wishes</i>).</li> <li>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol> <p>CC.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> </ol>	<p>MA.PK-K C.22.1 Print upper- and lower-case letters of the alphabet.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>MA.PK-2 L.5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001).</p> <p>MA.PK-2 L.5.4 Identify appropriate end marks (periods, question marks).</p> <p>MA PreK-K R 7.3 Use letter-sound correspondences to identify unfamiliar words in print and gain meaning</p> <p>Know that there is a link between letters and sounds.</p> <p>Recognize letter-sound matches by naming and identifying each letter of the</p>

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<p>d. Spell simple words phonetically, drawing on sound-letter relationships</p> <p>CC.K.L.3 (Begins in grade 2)</p>	<p>alphabet.          Understand that written words are composed of letters that represent sounds.          Use letter-sound correspondences to decode simple words.</p>
<p>Vocabulary Acquisition and Use:          CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing a <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p> <p>CC.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts and categories they represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p> <p>CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>MA.PK-2 L.5.2 Recognize that the names of things can also be the names of actions (fish, dream, run).  <b>No equivalent standard at this grade level</b></p> <p>MA.PK-K L.4.1 Identify and sort common words into various classifications (colors, shapes, textures).  <b>No equivalent standard at this grade level</b></p> <p>MA.PK-K L.4.2 Describe common objects and events in general and specific language.  <b>No equivalent standard at this grade level</b></p> <p><b>No equivalent standard at this grade level</b></p>

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<b>Grade 1: Reading Literature</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	<b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b>
<b>Reading Literature (RL)</b>	<b>Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production</b>
<p>Key Ideas and Details                      CC.1.RL.1 Ask and answer questions about key details in a text.</p> <p>CC.1.RL.2 Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.                      CC.1.RL.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>MA 1-2 R 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why.                      MA 1-2 R 8.7 Retell a story's beginning, middle, and end.</p> <p>MA PreK-2 R 12.1 Identify the elements of plot, character, and setting in a favorite story.</p>
<p>Craft and Structure                      CC.1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                      CC.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>CC.1.RL.6 Identify who is telling the story at various points in a text.</p>	<p>MA PreK-2 R 15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.                      MA PreK-2 R 10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature.                      MA PreK-2 R 16.1 Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, lullabies) read aloud.                      No equivalent standard at this grade level or below.</p>
<p>Integration of Knowledge and Ideas                      CC.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CC.1.RL.8 Not applicable to literature.                      MA.1.RL.8a. Identify characteristics commonly shared by folktales and fairy tales.*</p> <p>CC.1.RL.9 Compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>MA PreK-2 R 9.1 Identify similarities in plot, setting and character among the works of an author or illustrator.                      MA PreK-2 R. 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books).</p> <p>MA PK-2. R 16.1 Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, lullabies) read aloud.                      MA PK-2. R 16.3 Identify and predict recurring phrases (Once upon a time) in traditional literature.                      MA PreK-2 R 9.1 Identify similarities in plot, setting and character among the works of an author or illustrator.</p>
<p>Range of Reading and Level of Text Complexity                      CC.1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>See MA Appendices A and B, Author Lists.</p>

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<b>Grade 1: Reading Informational Text</b>	
<b>Reading Informational Text (RI)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b>
Key Ideas and Details CC.1.RI.1 Ask and answer questions about key details in a text.  CC.1.RI.2 Identify the main topic and retell key details of a text.  CC.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	MA 1-2 R 8.9 Make predictions about the content of a text using prior knowledge and text features ( <i>headings, table of contents, key words</i> ), and explain whether they were confirmed or disconfirmed and why. MA PreK-2 R 13.5 Restate main ideas and important facts from a text heard or read. No equivalent standard at this grade level or below.
Craft and Structure CC.1.RI.4 Ask and answer questions to help to determine or clarify the meaning of words and phrases in a text. CC.1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  CC.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by words in a text.	No equivalent standard at this grade level or below. MA 1-2 R 8.9 Make predictions about the content of a text using prior knowledge and text features ( <i>headings, table of contents, key words</i> ), and explain whether they were confirmed or disconfirmed and why. MA PreK-2 R 13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents). MA PreK-2 R 13.2 Identify and use knowledge of common graphic features (illustrations, type size).
Integration of Knowledge and Ideas CC.1.RI.7 Use the illustrations and details in a text to describe its key ideas.  CC.1.RI.8 Identify the reasons and author gives to support points in a text. CC.1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	MA PreK-2 R 13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.  No equivalent standard at this grade level or below. No equivalent standard at this grade level or below.
Range of Reading and Level of Text Complexity CC.1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.	See MA Appendices A and B, Author Lists.
<b>Grade 1: Reading Foundations</b>	
<b>Reading Foundations (RF)</b>	<b>Reading and Literature</b>
CC.1.RF.1 Print Concepts: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	MA 1-2 R 7.4 Demonstrate understanding of the various features of written English: ... Recognize the distinguishing features of a sentence ( <i>capitalization, end punctuation</i> ) and a paragraph ( <i>indentation, spacing</i> ).
CC.1.RF.2. Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	MA 1-2 R 7.5 Demonstrate orally that phonemes exist: Generate the sounds from all the letters and letter patterns, including

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<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words.</p> <p>Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in <i>star</i>) to read words.</p>
<p>CC.1.RF.3. Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly-spelled words.</p>	<p>MA 1-2 R 7.7 Use letter-sound knowledge to decode written English:</p> <ul style="list-style-type: none"> <li>• Decode accurately phonetically regular one-syllable and multi-syllable read words and nonsense words.</li> <li>• Read accurately many irregularly spelled words, special vowel spellings, and common word endings.</li> <li>• Apply knowledge of letter patterns to identify syllables.</li> <li>• Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs.</li> <li>• Know and use more difficult word families (-<i>ought</i>) and known words to decode unknown words.</li> <li>• Read words with several syllables.</li> </ul> <p>MA 1-2 L 4.4 Identify base words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p> <p>MA 1-2 R 7.6 Read common irregularly-spelled words by sight (<i>have, said, where</i>).</p>
<p>CC.1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>MA 1-2 R 7.7 Use letter-sound knowledge to decode written English: Read aloud with fluency and comprehension at grade level.</p>

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<b>Grade 1: Writing</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	<b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b>
<b>Writing (W)</b>	<b>Composition</b>
<p>Text Types and Purposes:                      CC.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                      CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CC.1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.                      MA.1.W.3a Write poems with rhyme and repetition.*</p>	<p>MA.PK-2 C.25.1 Support judgments about classroom activities or presentations.</p> <p>MA.1-2 C.19.7 For informational/expository writing: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.                      MA.1-2 C.19.8 For informational/expository writing: Write or dictate research questions.                      MA.PK-2 C.23.2 Arrange ideas in a way that makes sense.                      MA.1-2 C.19.5 For imaginative/literary writing: Write or dictate stories that have a beginning, middle, and end.                      23.1 PreK-2 Arrange events in order when writing or dictating                      MA.PK-2 C.23.2 Arrange ideas in a way that makes sense.                      MA.1-2 C.19.6 For imaginative/literary writing: Write or dictate short poems.</p>
<p>Production and Distribution of Writing                      CC.1.W.4. (Begins in grade 3).                      CC.1.W.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.                      CC.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>MA.PK-2 C.21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.  <span style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</span></p>
<p>Research to Build and Present Knowledge                      CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).                      CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                      CC.1.W.9 (Begins in grade 4)</p>	<p>MA. PreK-2 C.24.1 Generate questions and gather information from several sources in a classroom, school, or public library.                      MA.1-2 C.19.7 For informational/expository writing: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.                      MA.1-2 C.19.8 For informational/expository writing: Write or dictate research questions.</p>

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<b>Grade 1: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language</b>
<p>Comprehension and Collaboration</p> <p>CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol> <p>CC.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.SL.3 Ask and answer questions about what a speaker says in order to gain additional information or clarify something that is not understood.</p>	<p>MA PreK-2 L 2.1 Contribute knowledge to a class discussion in order to develop a topic for a class project.</p> <p>MA PreK-2 L 1.1 Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time).</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CC.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p>MA PreK-2 L 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p>

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<b>Grade 1: Language</b>	
<b>Language (L)</b>	<b>Language and Composition</b>
<p>CC.1.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li>   <li>c. Use singular and plural nouns with matching words in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., <i>articles, demonstratives</i>).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol> <p>CC.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation in sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li>   <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring regular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol> <p>CC.1.L.1.3 (Begins in grade 2)</p>	<p>MA.1-2.C.22.2 Use correct standard English mechanics such as:</p> <ul style="list-style-type: none"> <li>• printing upper- and lower-case letters legibly and using them to make words;</li> <li>• separating words with spaces;</li> </ul> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p>MA.PK-2.L.5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001).</p> <p>MA.1-2.C.22.2 Use correct standard English mechanics such as:              using correct spelling of sight and/or spelling words; and</p> <ul style="list-style-type: none"> <li>• using appropriate end marks such as periods and question marks.</li> </ul> <p>*MA.1-2.R.7.4 Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> <li>• recognize that there are correct spellings for words;</li> <li>• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;</li> </ul>

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<p>Vocabulary Acquisition and Use</p> <p>CC.1.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word</li> <li>c. Identify commonly occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul> <p>CC.1.L.1.5 Vocabulary Acquisition and Use: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look peek, glance, start, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them and acting out the meanings.</li> </ul> <p>CC.1.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	<p>MA.1-2.L.4.5 Identify the relevant meaning for a word with multiple meanings using its context (<i>saw/saw</i>).  <span style="background-color: cyan;">No equivalent standard at this grade level or below.</span></p> <p>MA.1-2.L.4.4 Identify base words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p> <p>MA.1-2.L.4.3 Identify and sort common words into conceptual categories (opposites, living things).  <span style="background-color: cyan;">No equivalent standard at this grade level or below.</span></p> <p><span style="background-color: cyan;">No equivalent standard at this grade level or below.</span></p> <p><span style="background-color: cyan;">No equivalent standard at this grade level or below.</span></p> <p><span style="background-color: cyan;">No equivalent standard at this grade level or below.</span></p>
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<b>Grade 2: Reading Literature</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	<b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b>
<b>Reading Literature (RL)</b>	<b>Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production</b>
<p>Key Ideas and Details CC.2.RL.1 Ask and answer such questions as who, what, when, where, why and how to demonstrate understanding of key details in a text. CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CC.2.RL.3 Describe how characters in a story respond to major events and challenges.</p>	<p>MA 1-2 R 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why. MA 1-2 R 8.7 Retell a story’s beginning, middle, and end. MA PreK-2 R 16.2 Retell or dramatize traditional literature. MA grade 3 R 11.2s Identify themes as lessons in stories, fables, and poems.</p> <p>MA PreK-2 R 12.1 Identify the elements of plot, character, and setting in a favorite story.</p>
<p>Craft and Structure CC.2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song,</p> <p>CC.2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.2.RL.6 Acknowledge differences in the points of view of character, including by speaking in a different voice reading dialogue aloud.</p>	<p>MA.PK-2.R.14.1 Identify a regular beat and similarities in sounds in words in responding to rhythm and rhyme in poetry. MA PreK-2 R 16.3 Identify and predict recurring phrases (Once upon a time...) in traditional literature. MA 1-2 R 8.7 Retell a story’s beginning, middle, and end.</p> <p>MA PreK-2 L 6.1 Identify formal and informal language in stories, poems, and plays. MA PreK-2 R 17.1 Identify the elements of dialogue and use them in informal plays. MA PreK-2 R 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume and clear enunciation appropriate for the selection.</p>
<p>Integration of Knowledge and Ideas CC.2.RL.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CC.2.RL.8. Not applicable to literature. MA 2. RL. 8a. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.* CC.2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>MA.PK-2.R.9.1 Identify similarities in plot, setting and character among the works of an author or illustrator. MA.PK-2.R.9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books).</p> <p>MA.PK-2 R 17.1 Identify the elements of dialogue and use them in informal plays. MA PreK-2 R 9.1 Identify similarities in plot, setting and character among the works of an author or illustrator. MA PreK-2 R 9.2 Identify different interpretations of plot, setting, and character</p>

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	in the same work by different illustrators (alphabet books, nursery rhymes, counting books).
Range of Reading and Level of Text Complexity CC.2.RL.10 By the end of the year read and comprehend literature, including prose and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	See MA Appendices A and B, Author Lists.
<b>Grade 2: Reading Informational Text</b>	
<b>Reading Informational Text (RI)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b>
Key Ideas and Details CC.2.RI.1 Ask and answer questions such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.  CC.2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. CC.2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in at text.	MA.1-2.R.8.9 Make predictions about the content of a text using prior knowledge and text features ( <i>headings, table of contents, key words</i> ), and explain whether they were confirmed or disconfirmed and why. MA PreK-2 R 13.5 Restate main ideas and important facts from a text heard or read. <b>No equivalent standard at this grade level or below.</b>
Craft and Structure CC.2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. CC.2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>No equivalent standard at this grade level or below.</b>  MA 1-2 R 8.9 Make predictions about the content of a text using prior knowledge and text features ( <i>headings, table of contents, key words</i> ), and explain whether they were confirmed or disconfirmed and why. MA PreK-2 R 13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents). MA PreK-2 R 13.2 Identify and use knowledge of common graphic features (illustrations, type size). <b>No equivalent standard at this grade level or below.</b>
Integration of Knowledge and Ideas CC.2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. CC.2.RI.8 Describe how reasons support specific points an author makes in a text. CC.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	MA.PreK-2 R 13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.  <b>No equivalent standard at this grade level or below.</b> <b>No equivalent standard at this grade level or below.</b>
Range of Reading and Level of Text Complexity CC.2.RI.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity	See MA Appendices A and B, Author Lists.

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band proficiently, with scaffolding as needed at the high end of the range.	
<b>Grade 2: Reading Foundations</b>	
<b>Reading: Foundations (RF)</b>	<b>Reading and Literature</b>
<p>CC.2.RF.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.2.RF.3.a Distinguish long and short vowels when reading regularly-spelled one-syllable words.</p> <p>CC.2.RF.3.b Know spelling-sound correspondences for additional common vowel teams.</p> <p>CC.2.RF.3.c Decode two-syllable words with long vowels.</p> <p>CC.2.RF.3.d Decode words common suffixes and prefixes.</p> <p>CC.2.RF.3.e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>CC.2.RF.3.f. Recognize and read grade-appropriate irregularly-spelled words</p>	<p>MA 1-2 R 7.7 Use letter-sound knowledge to decode written English:</p> <ul style="list-style-type: none"> <li>• Decode accurately phonetically regular one-syllable and multi-syllable read words and nonsense words.</li> <li>• Read accurately many irregularly spelled words, special vowel spellings, and common word endings.</li> <li>• Apply knowledge of letter patterns to identify syllables.</li> <li>• Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs.</li> <li>• Know and use more difficult word families (<i>-ought</i>) and known words to decode unknown words.</li> <li>• Read words with several syllables.</li> </ul> <p>MA 1-2 R 7.6 Read common irregularly-spelled words by sight (<i>have, said, where</i>).</p> <p>MA 1-2 L 4.4 Identify base words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p>
<p>CC.2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CC.2.RF.4.a Read grade-level text with purpose and understanding.</p> <p>CC.2.RF.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>CC.2.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>MA 1-2 R 7.7 Use letter-sound knowledge to decode written English:  Read aloud with fluency and comprehension at grade level.</p>

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<b>Grade 2: Writing</b>	
<b>Writing (W)</b>	<b>Composition</b>
<p>Text Types and Purposes:                      CC.2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.                      CC.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>MA 3.W.3a. Write stories or poems with dialogue.*</p>	<p>MA.PK-2 C.25.1 Support judgments about classroom activities or presentations.</p> <p>MA.1-2 C.19.7 For informational/expository writing: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.                      MA.1-2 C.19.8 For informational/expository writing: Write or dictate research questions.                      MA.PK-2 C.23.2 Arrange ideas in a way that makes sense.                      MA.1-2 C.19.5 For imaginative/literary writing: Write or dictate stories that have a beginning, middle, and end.                      MA PreK-2 C.23.1 Arrange events in order when writing or dictating                      MA.PK-2 C.23.2 Arrange ideas in a way that makes sense.                      No equivalent standard at this grade level or below.</p>
<p>Production and Distribution of Writing                      CC.2.W.4 (Begins in grade 3)                      CC.2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>MA.PK-2 C.21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.                      No equivalent standard at this grade level or below.</p>
<p>Research to Build and Present Knowledge                      CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).                      CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.2.W.9 (Begins in grade 4)</p>	<p>MA. PreK-2 C 24.1 Generate questions and gather information from several sources in a classroom, school, or public library.                      MA.1-2 C.19.7 For informational/expository writing: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.                      MA.1-2 C.19.8 For informational/expository writing: Write or dictate research questions.                      MA.PreK-2 C 24.1 Generate questions and gather information from several sources in a classroom, school, or public library.</p>
<p>Range of Writing                      CC.2.W.10 (Begins in grade 3)</p>	

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Speaking and Listening (SL)	Language, Media
<p>Comprehension and Collaboration</p> <p>CC.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> <p>CC.2.SL.1.2 Recount or describe key ideas and details from a text read aloud or information presented orally of through other media.</p> <p>CC.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>MA. PreK-2 L 2.1 Contribute knowledge to a class discussion in order to develop a topic for a class project.</p> <p>MA. PreK-2 L 1.1 Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time).</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.2.SL.1.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.2.SL.1.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CC.2.SL.1.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>	<p>MA. PreK-2 L 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.</p> <p>MA. PreK-2 M 27.1 Create radio scripts, audiotapes, or videotapes for display or transmission.</p> <p style="background-color: yellow;">No equivalent standard at this grade level or below.</p>

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Language	Language and Composition
<p>Conventions of Standard English:</p> <p>CC.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Use collective nouns (e.g., <i>group</i>).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> <li>g. Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, AM, PM).*</li> </ol> <p>CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to correct spellings</li> </ol> <p>CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ol>	<p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>MA.PK-2.L.5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001).</p> <p>No equivalent standard at this grade level or below.</p> <p>MA.1-2.R.7.4 Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> <li>• recognize that there are correct spellings for words;</li> <li>• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled.</li> </ul> <p>MA.1-2 L.4.8 Determine meanings of words by using a beginning dictionary.</p> <p>MA.PK-2.L.6.1 Identify formal and informal language in stories, poems, and plays.</p>

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<p>Vocabulary Acquisition and Use:</p> <p>CC.2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> <li>d. Use knowledge of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of new words or phrases.</li> </ol> <p>CC.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>juicy</i>).</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</li> </ol> <p>CC.2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>No equivalent standard at this grade level or below.                  No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>MA.1-2.L.4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (<i>lunchtime</i>, <i>daydream</i>, <i>everyday</i>).</p> <p>MA.1-2.L.4.8 Determine meanings of words by using a beginning dictionary.</p> <p>No equivalent standard at this grade level or below.</p> <p>MA.1-2.L.4.6 Identify common antonyms and synonyms.</p> <p>No equivalent standard at this grade level or below.</p>
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<b>Grade 3: Reading Literature</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	<b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b>
<b>Reading Literature (RL)</b>	<b>Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production</b>
<p>Key Ideas and Details                      CC.3.RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CC.3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>MA.Grade 3 R 8s.6 Form questions about a text and locate facts/details in order to answer those questions.</p> <p>MA.3-4 R 8.14 Make judgments about setting, characters, and events and support them with evidence from the text.</p> <p>MA Grade 3 R 8s.4 Retell the events of a story in sequence.</p> <p>MA Grade 3 R 11s.1 Identify themes as lessons in stories, fables and poems.</p> <p>MA.3-4.R.11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.</p> <p>MA Grade 3 R 12s.2 Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.</p> <p>MA 3-4 R 12.2 Identify the elements of plot, character, and setting in the stories they read and write.</p> <p>MA 3-4 R 17.2 Identify and analyze the elements of plot and character, as presented though dialogue in scripts that are read, viewed, listened to, or performed.</p>
<p>Craft and Structure                      CC.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>CC.3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>MA Grade 3 R 15s.1 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</p> <p>MA 3-4 R 15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</p> <p>MA Grade 3 R 8s.2 Identify sensory details in literature.</p> <p>MA 3-4 R 14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.</p> <p>MA Grade 3 R 17s.1 Identify and analyze the elements of plot and character, as presented though dialogue in scripts that are read, viewed, listened to, or performed.</p> <p>MA 3-4 R 17.2 Identify and analyze the elements of plot and character, as presented though dialogue in scripts that are read, viewed, listened to, or performed.</p> <p>MA Grade 3 R 14s.1 Identify poetic elements (for example, rhyme, rhythm, repetition, sensory images).</p> <p>MA Grade 3 R 14s.2 Grade 3 Identify terminology for structural elements of poems (for example, that stanza and verse are both terms for groups of lines in poetry).</p>

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<p>CC.3.RL.6 Distinguish their own point of views from that of the narrator or those of the characters.</p>	<p>MA Grade 3 R 8s.1 Identify foreshadowing clues as the parts of a text that help the reader predict what will happen next in a story. MA 3-4 R 8.11 Identify and show the relevance of foreshadowing clues. MA Grade 3 R 8s.5 Identify narrative elements of character, setting, and plot. MA 3-4 R 8.13 Identify the speaker of a poem or story. MA Grade 3 R 8.13 Identify the speaker of a poem or story.</p>
<p>Integration of Knowledge and Ideas CC.3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.3.RL.8 Not applicable to literature.</p> <p>MA. 3. RL.8a. Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia). *</p> <p>CC.3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p><b>No equivalent standard at this grade level.</b></p> <p>MA 3-4. R12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write. MA 3-4 R14.2. Identify rhyme and rhythm, repetition, similes, and sensory images in poems. MA 5-6. R14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, rhyme scheme);</li> <li>• figurative language (personification, metaphor, simile, hyperbole); and</li> <li>• graphics (capital letters, line length).</li> </ul> <p><b>No equivalent standard at this grade level.</b> See MA PreK-2 R9.1 Identify similarities in plot, setting and character among the works of an author or illustrator.</p>
<p>Range of Reading and Level of Text Complexity CC.3.RL.10 By the end of the year read and comprehend literature, including prose and poetry, in the grades 2-3 text complexity band independently and proficiently.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<b>Grade 3: Reading Informational Text</b>	
<b>Reading Informational Text (RI)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b>
<p>Key Ideas and Details CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>MA 3-4 R 24.2 Identify and apply steps in conducting and reporting research:</p> <ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions...</li> <li>• Locate resources;</li> <li>• Evaluate the relevance of the information;</li> <li>• Interpret, use, and communicate the information.</li> </ul> <p>MA Grade 3 R13s.3 Form questions about the text and locate facts/details in order to answer those questions.</p>

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<p>CC.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time sequence, and cause/effect.</p>	<p>MA Grade 3 R8s.6 Form questions about the text and locate facts/details in order to answer those questions.</p> <p>MA 3-4 R 13.9 Locate facts that answer the reader’s questions.</p> <p>MA 3-4 R8.15 Locate facts that answer the reader’s questions.</p> <p>MA 3-4 C 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.</p> <p>MA Grade 3 R8s.9 Identify main ideas and supporting details.</p> <p>MA Grade 3 R13s.6 Identify main ideas and supporting details.</p> <p>MA 3-4 R13.12 Summarize main ideas and supporting details.</p> <p>MA 3-4 R 8.18 Summarize main ideas and supporting details.</p> <p>MA Grade 3 R 8s.7 Distinguish cause from effect.</p> <p>MA 3-4 R 8.16 Distinguish cause from effect.</p> <p>MA Grade 3 R 13s.4 Distinguish cause from effect.</p> <p>MA 3-4 R 13.8 Identify and use knowledge of common organizational structures (<i>chronological order</i>).</p>
<p>Craft and Structure</p> <p>CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>MA Grade 3 L4s.2 Recognize that prefixes can change the meaning of root words (for example, <i>agreeable/disagreeable, happy/unhappy, tell/retell</i>).</p> <p>MA Grade 3 L4s.3 Identify roots of words (for example, <i>-graph</i> is a common root in <i>autograph, photograph, biography</i>).</p> <p>MA Grade 3 L4s.5 Recognize that some words and phrases have both a literal and a non-literal meaning (for example, <i>take steps</i>).</p> <p>MA Grade 3 L4s.6 Identify playful uses of language (for example, <i>riddles, crossword puzzles, tongue twisters</i>).</p> <p>MA Grade 3 L4s.7 Determine the meanings of unknown words by using their context.</p> <p>MA Grade 3 L 4s.8 Use the context of the sentence to determine the correct meaning of a word with multiple meanings.</p> <p>MA Grade 3 L4s.9 Determine the meanings of words using a beginning dictionary.</p> <p>MA Grade 3 L4s.10 Identify and apply the meanings of the terms <i>antonym, synonym, and homophone</i>.</p> <p>MA 3-4 L4.10 Identify the meanings of common Greek and Latin roots to determine the meaning of unfamiliar words.</p> <p>MA 3-4 L4.11 Identify the meanings of common idioms and figurative phrases.</p> <p>MA 3-4 L 4.12 Identify playful uses of language (<i>puns, jokes, palindromes</i>).</p> <p>MA 3-4 L 4.13 Determine the meanings of unknown words by using their context.</p> <p>MA 3-4 L 4.14 Recognize and use words with multiple meanings (<i>sentence, school, hard</i>) and be able to determine which meaning is intended from the context of the sentence.</p>

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<p>CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks), bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information relevant to a given topic efficiently.</p> <p>CC.3.RI.6 Distinguish their own point of view from that of the author of a text.</p>	<p>MA 3-4 L4.15 Determine the meanings of words and alternate word choices using a dictionary or thesaurus.</p> <p>MA 3-4 L 4.16 Identify and apply the meanings of the terms <i>antonym</i>, <i>synonym</i>, and <i>homophone</i>.</p> <p>MA Grade 3 R13s.1 Identify and use knowledge of common textual features (for example, title headings, key words, paragraphs, table of contents glossary, captions accompanying illustrations or photographs).</p> <p>MA 3-4 R13.6 Identify and use common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary</i>).</p> <p><b>No equivalent standard at this grade level or below.</b></p>
<p>Integration of Knowledge and Ideas</p> <p>CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., where when, why and how key events occur).</p> <p>CC.3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first, second/third in a sequence).</p> <p>CC.3.RI.9 Compare and contrast the most important points and key details presented by two texts on the same topic</p>	<p>MA Grade 3 R13s.2 Identify and use knowledge of common graphic features (for example, <i>charts, graphs, maps, diagrams, illustrations</i>).</p> <p>MA 3-4 R13.7 Identify and use knowledge of common graphic features (<i>charts, graphs, maps, diagrams, illustrations</i>).</p> <p>MA Grade 3 R 8s.7 Distinguish cause from effect.</p> <p>MA 3-4 R8.16 Distinguish cause from effect.</p> <p>MA Grade 3 R13s.4 Distinguish cause from effect.</p> <p>MA 3-4 R13.8 Identify and use knowledge of common organizational structures (<i>chronological order</i>).</p> <p><b>No equivalent standard at this grade level or below.</b></p>
<p>Range of Reading and Level of Text Complexity</p> <p>CC.3.RI.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<b>Grade 3: Reading Foundations</b>	
<b>Reading Foundations (RF)</b>	<b>Reading and Literature; Language -Vocabulary and Concept Development</b>
<p>CC.3.RF.3. Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.3.RF.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CC.3.RF.3.b Decode words with common Latin suffixes.</p> <p>CC.3.RF.3.c Decode multisyllable words.</p> <p>CC.3.RF.3.d Read grade-appropriate irregularly-spelled words.</p>	<p>MA 3-4 R7.8 Use letter-sound knowledge to decode written English.</p> <p>MA Grade 3 L4s.1 Recognize that words are constructed of many parts: letters, syllables, root words, prefixes, and suffixes.</p> <p>MA Grade 3 L4s.2 Recognize that prefixes can change the meanings of root words (for example, <i>agreeable/disagreeable, happy/unhappy, tell/retell</i>).</p> <p>MA Grade 3 L4s.4 Recognize that many English words have Greek and Latin roots.</p> <p>MA 3-4 L4s.4 Identify the meanings of common prefixes (<i>un-, re-, dis-</i>).</p> <p>MA 3-4 L4.10 Identify the meanings of common Greek and Latin roots to</p>

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	determine the meaning of unfamiliar words. MA 3-4 L4.13 Determine the meaning of unknown words using their context.
CC.3.RF.4 Read with sufficient accuracy and fluency to support comprehension. CC.3.RF.4.a Read grade-level text with purpose and understanding. CC.3.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CC.3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	MA 3-4 R 7.9 Read grade-appropriate imaginative/literary and informational/expository text with comprehension. MA 3-4 R7.10 Read aloud grade-appropriate imaginative-literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

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<b>Grade 3: Writing</b>	
<b>Writing (W)</b>	<b>Composition</b>
<p>Text Types and Purposes:</p> <p>CC.3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons to support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect the opinions and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ol> <p>CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce the topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect the ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ol> <p>CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thought and feelings, to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ol> <p>MA.3.W.3a. Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements. *</p>	<p>MA 3-4 L.3.6 Express and opinion of a literary work or film in an organized way, with supporting detail.  <b>Note that the MA ELA 2001 framework did not address the organization and elements writing arguments in detail.</b></p> <p>MA.3-4 C.19.11 For informational/expository writing: Write brief summaries of information gathered through research                      MA.3-4 C.19.12 For informational/expository writing: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.                      MA.3-4 C.23.4 Organize ideas for a brief response to a reading.  <b>Note that the MA ELA 2001 framework did not address the organization and elements of informative/explanatory writing in detail.</b></p> <p>MA.3-4 C.19.9 For imaginative/literary writing: Write stories that have a beginning, middle, and end and contain details of setting.                      MA.3-4 C.23.3 Organize plot events of a story in an order that leads to a climax.                      MA.3-4 C.23.5 Organize ideas for an account of personal experience in a way that makes sense.                      MA.3-4 C.19.9 For imaginative/literary writing: Write stories that have a beginning, middle, and end and contain details of setting.  <b>Note that the MA ELA 2001 framework did not address the organization and elements of narrative writing in detail.</b></p> <p>MA.3-4 C.19.10 For imaginative/literary writing: Write short poems that contain simple sense details.</p>

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<p>Production and Distribution of Writing</p> <p>CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>CC.3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>MA.3-4 C.20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).</p> <p>MA.3-4 C.23.3 Organize plot events of a story in an order that leads to a climax.</p> <p>MA.3-4 C.23.4 Organize ideas for a brief response to a reading.</p> <p>MA.3-4 C.23.5 Organize ideas for an account of personal experience in a way that makes sense.</p> <p>MA.3-4 C.21.2 Revise writing to improve level of detail after determining what could be added or deleted.</p> <p>MA.3-4 C.21.3 Improve word choice by using dictionaries</p> <p>MA.1-2 C.22.2 Use correct standard English mechanics such as:</p> <ul style="list-style-type: none"> <li>• printing upper- and lower-case letters legibly and using them to make words;</li> <li>• separating words with spaces;</li> <li>• understanding and applying rules for capitalization at the beginning of a sentence, for names and places (“Janet,” “I,” “George Washington,” “Springfield”), and capitalization and commas in dates (“February 24, 2001”);</li> <li>• using correct spelling of sight and/or spelling words; and</li> <li>• using appropriate end marks such as periods and question marks.</li> </ul> <p>MA.3-4 C.22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.</p> <p>MA.3-4 C.25.2 Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.</p> <p><b>No equivalent standard at this grade level or below.</b></p>
<p>Research to Build and Present Knowledge</p> <p>CC.3.W.7: Conduct short research projects that build knowledge about a topic.</p> <p>CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.3.W.9 (Begins in grade 4)</p>	<p>MA.3-4 C.19.11 For informational/expository writing: Write brief summaries of information gathered through research</p> <p>MA.3-4 C.24.2 Identify and apply steps in conducting and reporting research:</p> <ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions.</li> <li>• Initiate a plan for searching for information.</li> <li>• Locate resources.</li> <li>• Evaluate the relevance of the information.</li> <li>• Interpret, use, and communicate the information.</li> <li>• Evaluate the research project as a whole.</li> </ul>

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CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No equivalent standard at this grade level or below.
<b>Grade 3: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language, Media</b>
Comprehension and Collaboration CC.3.SL.1 Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 3 topics and texts building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul> CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually. CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	MA 3-4 L2.2 Contribute knowledge to a class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.  No equivalent standard at this grade level or below.  MA 3-4 L1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.  See MA PreK-2 L3.2 Maintain focus on topic.  No equivalent standard at this grade level or below. No equivalent standard at this grade level or below.  No equivalent standard at this grade level or below.
Presentation of Knowledge and Ideas CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. CC.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CC.3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	MA 3-4 L3.4 Give oral presentations about experiences or interests, using eye contact, proper place, adequate volume, and clear enunciation.  MA 3-4 M 27.2 Create presentations using computer technology.  MA 3-4 L 3.3 Adapt language to persuade, to explain, or to seek information.

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<b>Grade 3: Language</b>	
<b>Language (L)</b>	<b>Language and Composition</b>
<p>Conventions of Standard English:                      CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>f. Ensure subject-verb agreement and pronoun-antecedent agreement.</li> </ul> <ul style="list-style-type: none"> <li>g. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul> <p>CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Form and use possessives.</li> <li>d. Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>e. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul> <ul style="list-style-type: none"> <li>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p>MA.3-4 L 5.5 Recognize the subject-predicate relationship in sentences.                      MA.3-4 L 5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb).                      No equivalent standard at this grade level or below.                      No equivalent standard at this grade level or below.                      No equivalent standard at this grade level or below.</p> <p>MA.3-4 L 5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).                      MA.3-4 C 22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.                      No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.                      No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.                      No equivalent standard at this grade level or below.                      No equivalent standard at this grade level or below.</p> <p>MA.3-4 C 22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.                      MA.3-4L 4.9 Identify the meaning of common prefixes (<i>un-,re-,dis-</i>).                      MA.3-4L 4.10 Identify the meaning of common Greek and Latin roots to determine the meanings of unfamiliar words.                      MA 3-4 C.22.6 Spell most commonly used homophones correctly in their writing (<i>there, they're, their; two, too, to</i>).                      MA 3-4 L 4.15 Determine the meanings of words and alternate word choices using a dictionary or thesaurus.</p>

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<p>Knowledge of Language CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for effect.</li> <li>Recognize and observe differences between the conventions of spoken and written English.</li> </ol>	<p>MA.3-4 L.6.2 Recognize dialect in the conversational voices in American folk tales. MA.3-4 L.6.3 Identify formal and informal language use in advertisements read, heard, and/or seen. MA.3-4 C.20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).</p>
<p>Vocabulary Acquisition and Use CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>; <i>comfortable/uncomfortable</i>, <i>care/careless/heat/preheat</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>companion</i>, <i>companionable</i>)</li> <li>Use glossaries or beginning dictionaries, both print and digital, to clarify the precise meaning of key words and phrases.</li> </ol> <p>CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</li> </ol> <p>CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>MA.3-4 L.4.13 Determine the meaning of unknown words using their context. MA.3-4 L.4.14 Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence. MA.3-4 L.4.9 Identify the meaning of common prefixes (un-, re-, dis-). MA.3-4 L.4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.</p> <p>MA.3-4 L.4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus. MA.3-4 C.21.3 Improve word choice by using dictionaries.</p> <p>MA.3-4 L.4.11 Identify the meaning of common idioms and figurative phrases. MA.3-4 L.4.12 Identify playful uses of language (puns, jokes, palindromes).</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p><b>No equivalent standard at this grade level or below.</b></p>

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<b>Grade 4: Reading Literature</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	<b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b>
<b>Reading: Literature (RL)</b>	<b>Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production</b>
<p>Key Ideas and Details                      CC.4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                      CC.4.RL.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.                      CC.4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>MA 3-4 R 8.14 Make judgments about setting, characters, and events and support them with evidence from the text.                      MA 3-4 R 11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.                      MA 3-4 R 12.2 Identify the elements of plot, character, and setting in the stories they read and write.                      MA 3-4 R 17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, listened to, or performed.                      MA 3-4 R 6.2 Recognize dialect in the conversational voices in American folktales.</p>
<p>Craft and Structure                      CC.4.RL.4 Determine the meaning of words or phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).                      CC.4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.                      CC.4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.</p>	<p>MA 3-4 R 16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.                      MA 3-4 R 15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.                      MA 3-4 R 14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.                      MA 3-4 R 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.                      MA 3-4 R 8.13 Identify the speaker of a poem or story.</p>
<p>Integration of Knowledge and Ideas                      CC.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version follows specific descriptions and directions in the text.                      CC.4.RL.8 Not applicable to literature.                      MA.4.RL.8a Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays and explain how these literary devices enrich the text.*</p>	<p>MA 3-4 M 26.2 Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.                      MA 3-4 R 16.4 Identify phenomena explained in origin myths (Prometheus/fire; Pandora/evils).                      MA 3-4 R 16.5 Identify the adventures or exploits of a character type in traditional literature.                      MA 5-6 R 14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p>

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<p>CC.4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, rhyme scheme);</li> <li>• figurative language (personification, metaphor, simile, hyperbole); and</li> <li>• graphics (capital letters, line length).</li> </ul> <p>MA 3-4 R 11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.</p>
<p>Range of Reading and Level of Text Complexity                  CC.4.RL.10. By the end of the year read and comprehend literature, including prose and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<p><b>Grade 4: Reading Informational Text</b></p>	
<p><b>Reading Informational Text (RI)</b></p>	<p><b>Reading and Literature: Reading a Text, Nonfiction, Style and Language;                  Language: Vocabulary and Concept Development; Composition: Research,                  Media Analysis and Production</b></p>
<p>Key Ideas and Details                  CC.4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.4.RI.2 Determine the main idea of a text and how it is supported by details; summarize the text.</p> <p>CC.4.RI.3 Explain events, procedures, ideas, concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>MA 3-4 R 24.2 Identify and apply steps in conducting and reporting research:</p> <ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions...</li> <li>• Locate resources;</li> <li>• Evaluate the relevance of the information;</li> <li>• Interpret, use, and communicate the information.</li> </ul> <p>MA 3-4 R 13.9 Locate facts that answer the reader’s questions.                  MA 3-4 R 8.15 Locate facts that answer the reader’s questions.                  MA 3-4 R 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.                  MA 3-4 R 13.12 Summarize main ideas and supporting details.                  MA 3-4 R 8.18 Summarize main ideas and supporting details.                  MA 3-4 R 13.12 Summarize main ideas and supporting details.                  MA 3-4 R 8.18 Summarize main ideas and supporting details.</p>
<p>Craft and Structure                  CC.4.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>MA 3-4 L 4.10 Identify the meanings of common Greek and Latin roots to determine the meaning of unfamiliar words.                  MA 3-4 L 4.11 Identify the meanings of common idioms and figurative phrases.                  MA 3-4 L 4.12 Identify playful uses of language (<i>puns, jokes, palindromes</i>).                  MA 3-4 L 4.13 Determine the meanings of unknown words by using their context.                  MA 3-4 L 4.14 Recognize and use words with multiple meanings (<i>sentence, school, hard</i>) and be able to determine which meaning is intended from the context of the sentence.</p>

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<p>CC.4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CC.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the focus and the information provided.</p>	<p>MA 3-4 L 4.15 Determine the meanings of words and alternate word choices using a dictionary or thesaurus.</p> <p>MA 3-4 L 4.16 Identify and apply the meanings of the terms <i>antonym</i>, <i>synonym</i>, and <i>homophone</i>.</p> <p>MA 3-4 R 8.16 Distinguish cause from effect.</p> <p>MA 3-4 R 13.8 Identify and use knowledge of common organizational structures (<i>chronological order</i>).</p> <p>No equivalent standard at this grade level or below.</p>
<p>Integration of Knowledge and Ideas</p> <p>CC.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CC.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.4.RI.9 Integrate information from two texts on the same subject in order to write or speak about the subject knowledgeably.</p>	<p>MA 3-4 R 13.7 Identify and use knowledge of common graphic features (<i>charts, graphs, maps, diagrams, illustrations</i>).</p> <p>MA 3-4 R 13.11 Distinguish fact from opinion or fiction.</p> <p>No equivalent standard at this grade level or below.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CC.4.RI.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<b>Grade 4: Reading Foundations</b>	
<b>Reading Foundations (RF)</b>	<b>Reading and Literature</b>
<p>CC.4.RF.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately multi-syllabic words in context and out of context.</p>	<p>MA 3-4 R 7.8 Use letter-sound knowledge to decode written English:</p> <p>MA 3-4 L 4.9 Identify the meanings of common prefixes (<i>un-</i>, <i>re-</i>, <i>dis-</i>).</p> <p>MA 3-4 L 4.10 Identify the meanings of common Greek and Latin roots to determine the meaning of unfamiliar words.</p> <p>MA 3-4 L 4.13 Determine the meaning of unknown words using their context.</p>
<p>CC.4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>MA 3-4 L 7.9 Read grade-appropriate imaginative/literary and informational/expository text with comprehension.</p> <p>MA 3-4 L 7.10 Read aloud grade-appropriate imaginative-literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</p>

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<b>Grade 4: Writing</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	<b>Massachusetts ELA Standards 2001 and 2004</b>
<b>Writing (W)</b>	<b>Composition</b>
<p>CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> <p>CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustration and multimedia when useful to adding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p>CC.4.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrative serried of events.</li> </ol>	<p>MA.3-4 L.3.6 Express and opinion of a literary work or film in an organized way, with supporting detail.  <b>Note that the MA ELA 2001 framework did not address the organization and elements writing arguments in detail.</b></p> <p>MA.3-4 C.19.11 For informational/expository writing: Write brief summaries of information gathered through research          MA.3-4 C.19.12 For informational/expository writing: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.          MA.3-4 C.23.4 Organize ideas for a brief response to a reading.  <b>Note that the MA ELA 2001 framework did not address the organization and elements of informative/explanatory writing in detail.</b></p> <p>MA.3-4 C.19.9 For imaginative/literary writing: Write stories that have a beginning, middle, and end and contain details of setting.          MA.3-4 C.23.3 Organize plot events of a story in an order that leads to a climax.          MA.3-4 C.23.5 Organize ideas for an account of personal experience in a way that makes sense.          MA.3-4 C.19.9 For imaginative/literary writing: Write stories that have a beginning, middle, and end and contain details of setting.          MA.3-4 C.19.10 For imaginative/literary writing: Write short poems that contain simple sense details.          MA.3-4 R.10.2 Distinguish among forms of literature such as poetry, prose,</p>

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<p>MA.4.W.3a. Write stories, poems, and scripts that use foreshadowing, similes, and/or metaphors.*</p>	<p>fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.  MA.5-6 R.14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, rhyme scheme);</li> <li>• figurative language (personification, metaphor, simile, hyperbole); and</li> <li>• graphics (capital letters, line length).</li> </ul> <p>(Reading standards applied to writing)  Note that the MA ELA 2001 framework did not address the organization and elements of narrative writing in detail.</p>
<p>Production and Distribution of Writing:  CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>CC.4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>MA.PK-2 C.20.1 Use a variety of forms or genres when writing for different purposes.  MA.3-4 C.20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).  MA.3-4 C.23.3 Organize plot events of a story in an order that leads to a climax.  MA.3-4 C.23.4 Organize ideas for a brief response to a reading.  MA.3-4 C.23.5 Organize ideas for an account of personal experience in a way that makes sense.</p> <p>MA.3-4 C.21.2 Revise writing to improve level of detail after determining what could be added or deleted.  MA.3-4 C.21.3 Improve word choice by using dictionaries  MA.3-4 C.22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.  MA.3-4 C.25.2 Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.</p> <p>No equivalent standard at this grade level or below.</p>
<p>Research to Build and Present Knowledge  CC.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>MA.3-4 C.19.11 For informational/expository writing: Write brief summaries of information gathered through research  MA.3-4 C.24.2 Identify and apply steps in conducting and reporting research:</p> <ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions.</li> <li>• Initiate a plan for searching for information.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Locate resources.</li> <li>• Evaluate the relevance of the information.</li> <li>• Interpret, use, and communicate the information.</li> <li>• Evaluate the research project as a whole.</li> </ul>
<p>CC.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>MA.3-4 C.19.11 For informational/expository writing: Write brief summaries of information gathered through research</p> <p>MA.3-4 C.19.12 For informational/expository writing: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support</p> <p>MA.3-4 C.19.13 For informational/expository writing: Write an account based on personal experience that has a clear focus and sufficient supporting detail.</p> <p>MA.3-4 C.24.2 Identify and apply steps in conducting and reporting research:</p> <ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions.</li> <li>• Initiate a plan for searching for information.</li> <li>• Locate resources.</li> <li>• Evaluate the relevance of the information.</li> <li>• Interpret, use, and communicate the information.</li> <li>• Evaluate the research project as a whole.</li> </ul>
<p>CC.4.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story, drawing on specific details in the text [e.g., a character’s thoughts, words, and actions]).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text).</p>	<p>MA.3-4 C.19.12 For informational/expository writing: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support</p>
<p>CC.4.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p>
<b>Grade 4: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language, Composition, Media</b>
<p>Comprehension and Collaboration</p> <p>CC.4.SL.1 Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>MA 3-4 L 2.2 Contribute knowledge to a class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p>

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<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>MA 3-4 L 1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p><b>No equivalent standard at this grade level or below.</b></p> <p><b>No equivalent standard at this grade level or below.</b></p> <p><b>No equivalent standard at this grade level or below for speaking and listening.</b>                  See Reading Informational Text standards MA 3-4 R 13.10, 13.11.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas and themes; speak clearly at an understandable pace.</p> <p>CC.4.SL.5 Add audio recordings or visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	<p>MA 3-4 L 3.4 Give oral presentations about experiences or interests, using eye contact, proper place, adequate volume, and clear enunciation.</p> <p>MA 3-4 L 3.5 Make informal presentations that have a recognizable organizations (<i>sequencing, summarizing</i>).</p> <p>MA 3-4 L 3.6 Express and opinion of a literary work or film in an organized way, with supporting detail.</p> <p>MA 3-4 M 27.2 Create presentations using computer technology.</p> <p>MA 3-4 L 3.3 Adapt language to persuade, to explain, or to seek information.</p> <p>MA 3-4 C 20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank-you note, invitation).</p>

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<b>Grade 4: Language</b>	
<b>Language (L)</b>	<b>Language and Composition</b>
<p>Conventions of Standard English:                      CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking, I am walking, I will be walking</i>) verb tenses).</li> <li>c. Use modal auxiliaries (e.g., can, may must) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and incorporating inappropriate fragments and run-ons.</li> </ol> <p style="margin-left: 40px;">g. Correctly use frequently confused words (e.g., to, too, two; there, their)</p> <p style="margin-left: 40px;">h. Write legibly by hand, using either printing or cursive handwriting. For the use of computer technology, see writing standard 6.*</p> <p>CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> </ol> <p style="margin-left: 40px;">d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p> <p>MA.3-4 L.5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).</p> <p>MA.3-4 C.22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.</p> <p>MA.3-4 C.22.6 Spell most commonly used homophones correctly in their writing (there, they're, their; two, too, to).</p> <p>MA.3-4.C.22.3 Write legibly in cursive, leaving space between letters in a word and between words in a sentence.</p> <p>MA.3-4 L.5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).</p> <p>MA.3-4 C.22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.</p> <p>MA.3-4 C.22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.</p>
<p>Knowledge of Language                      CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	

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<ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> <li>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussions).</li> </ul>	<p>MA.3-4 L.6.2 Recognize dialect in the conversational voices in American folk tales.</p> <p>MA.3-4 L.6.3 Identify formal and informal language use in advertisements read, heard, and/or seen.</p> <p>MA.3-4 C.20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).</p>
<p>Vocabulary Acquisition and Use</p> <p>CC.4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p>CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar, but not identical meanings (synonyms).</li> </ul> <p>CC.4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>MA.3-4 L.4.13 Determine the meaning of unknown words using their context.</p> <p>MA.3-4 L.4.14 Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence.</p> <p>MA.3-4 L.4.9 Identify the meaning of common prefixes (<i>un-</i>, <i>re-</i>, <i>dis-</i>).</p> <p>MA.3-4 L.4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.</p> <p>MA.3-4 L.4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.</p> <p>MA.3-4 C.21.3 Improve word choice by using dictionaries.</p> <p>MA.3-4 L.4.11 Identify the meaning of common idioms and figurative phrases.</p> <p>MA.3-4 L.4.12 Identify playful uses of language (puns, jokes, palindromes).</p> <p>MA.3-4 L.4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone.</p> <p><b>No equivalent standard at this grade level or below.</b></p>

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<b>Grade 5: Reading Literature</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	<b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b>
<b>Reading Literature (RL)</b>	<b>Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production</b>
<p>Key Ideas and Details                      CC.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.5.RL.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CC.5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details from the text (e.g., how characters interact).</p>	<p>MA.Grade 5 R 8s.12 Identify and analyze main ideas and supporting details.                      MA.Grade 5 R 8s.10 Identify and draw conclusions from the author’s use of sensory details.                      MA.Grade 5 R 11s.2 Apply knowledge of the concept that theme refers to the main idea and meaning of a literary passage or selection.                      MA.5-6 R.11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.                      MA.5-6 R.12.3 Identify and analyze the elements of setting, characterization, and plot (including conflict).                      MA.5-6 R.8.20 Identify and analyze the author’s use of dialogue and description.                      MA.Grade 5 R 12s.5 Describe how main characters change over time.                      MA.Grade 5 R 12s.3 Identify the element of setting characterization, conflict, and plot structure.</p>
<p>Craft and Structure                      CC.5.RL.4 Determine the meaning of words or phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>CC.5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>MA.5-6 R.8.19 Identify and analyze sensory details and figurative language.                      15s.2 Grade 5 Identify sensory details, figurative language, and rhythm or flow when responding to literature.                      MA.5-6 R.15.3 Identify imagery, figurative language, and rhythm or flow when responding to literature.                      MA.5-6 R.15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.                      MA.Grade 5 R 14s.3 Identify and respond to the effects of sound, figurative language , and graphics in order to uncover meaning in poetry: Sound (for example, <i>alliteration and rhyme scheme, free verse, couplets, ABAB</i>); Figurative language (for example, <i>metaphor, simile</i>); Graphics (for example, <i>capital letters</i>).                      MA.5-6 R.14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: Sound (<i>alliteration, onomatopoeia rhyme scheme</i>); Figurative language (<i>personification, metaphor, simile, hyperbole</i>); Graphics (<i>capital letters, line length, word position</i>).                      See 14s.3 and 14.3 above.                      MA.Grade 5 R 16s.4 Identify common structures of traditional literature (<i>for example, that characters or story elements often come in threes, such as three</i></p>

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<p>CC.5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><i>bears, three sisters, three wishes, or three tasks; or that there are magic helpers, such as talking animals, fairies, or elves).</i>  MA.5-6 R.16.8 Identify common structures (<i>magic helper, rule of three, transformation</i>) and stylistic elements (<i>hyperbole, refrain, simile</i>) in traditional literature.  MA.Grade 5 R 17s.2 Identify and analyze structural elements unique to dramatic literature (<i>scenes, acts, casts of characters, stage directions</i>).  MA.5-6 R.17.3 Identify and analyze structural elements particular to dramatic literature (<i>scenes, acts, casts of characters, stage directions</i>).  MA.Grade 5 R 12s.4 Identify personality traits of characters and how their thoughts, words, and actions reveal their personalities.</p>
<p>Integration of Knowledge and Ideas  CC.5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  CC.5.RL.8 Not applicable to literature.  MA.5.RL.8a.Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.*    CC.5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>MA.Grade 5 R 17s.3 Identify the similarities and differences between a narrative text and its film or play adaptation.  MA.5-6 R.17.4 Identify and analyze the similarities and differences between a narrative text and its film or play version.    MA.9-10 R.12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.  MA.Grade 5 R 10s.2 Identify the characteristics of various genres (for example, poetry, informational and expository nonfiction, dramatic literature, fiction, subgenres of fiction such as mystery, adventure, historical, or contemporary realistic novels and short stories.  MA.5-6 R.10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.  MA.7-8.R.11.4 Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.  MA.5-6 R.16.7 Compare traditional literature from different cultures.</p>
<p>Range of Reading and Level of Text Complexity  CC.5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<p><b>Grade 5: Reading Informational Text</b></p>	
<p><b>Reading Informational Text (RI)</b></p>	<p><b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b></p>
<p>Key Ideas and Details  CC.5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>MA.5-6 R.19.6 Write brief research reports with clear focus and supporting detail.  MA.Grade 5 R 13s.10 Identify and summarize main ideas, supporting ideas, and supporting details).</p>

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<p>CC.5.RI.2 Determine two or more main ideas of a text and explain how they are supported by details; summarize the text.                  CC.5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>MA.Grade 5 R 13s.10 Identify and summarize main ideas, supporting ideas, and supporting details).                  MA.5-6 R.8.22 Identify and analyze main ideas, supporting ideas, and supporting details.                  MA.5-6 R.13.17 Identify and analyze main ideas, supporting ideas, and supporting details.</p>
<p>Craft and Structure                  CC.5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>CC.5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CC.5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>MA.Grade 5 L 4s.11 Determine the meaning of unfamiliar words using context clues (for example, <i>definitions, examples, explanations in the text</i>).                  MA.Grade 5 L 4s.12 Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.                  MA.Grade 5 L 4s.13 Determine pronunciations and meanings of words, as well as alternate word choices and parts of speech, using dictionaries and thesauruses.                  MA.5-6 L.4.17 Determine the meaning of unfamiliar words using context clues (<i>definitions, examples</i>).                  MA.5-6 L.4.18 Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.                  MA.5-6 L.4.19 Determine pronunciations, meanings, alternate word choices and parts of speech of words using dictionaries and thesauruses.                  MA.5-6 R.8.21 Recognize organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>).                  MA.Grade 5 R 13s.9 Identify common organizational structures (for example, <i>chronological order, cause and effect</i>)                  MA.5-6 R.13.15 Identify and use knowledge of common organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>).                  No equivalent standard at this grade level or below.</p>
<p>Integration of Knowledge and Ideas                  CC.5.RI.7 Draw information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently.</p> <p>CC.5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                  CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>MA.Grade 5 R 13s.7 Identify and use knowledge of common textual features (for example, <i>title, heading, key words, captions, paragraphs, topic sentences, table of contents, index, glossary</i>).                  MA.Grade 5 R 13s.8 Identify and use knowledge of common graphic features (for example, <i>charts, graphs, maps, diagrams, captions, illustrations</i>).                  MA.5-6 R.13.13 Identify and use knowledge of common textual features (for example, <i>paragraphs, topic sentences, concluding sentences, glossary, index</i>).                  MA.5-6 R.13.14 Identify and use knowledge of common graphic features (for example, <i>charts, graphs, maps, diagrams, captions, illustrations</i>).                  No equivalent standard at this grade level or below.                  MA.5-6 C.24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects</p>

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	<ul style="list-style-type: none"> <li>• Use and expanded range of print and non-print sources (atlases, database, electronic, on-line resources);</li> <li>• Follow established criteria for evaluating information;</li> <li>• Locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> <li>• Organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing; and</li> </ul> <p>Provide appropriate documentation in a consistent format.</p>
<p>Range of Reading and Level of Text Complexity                  CC.5.RI.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<b>Grade 5: Reading Foundations</b>	
<b>Reading Foundations (RF)</b>	<b>Reading and Literature</b>
<p>CC.5.RF.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately multi-syllabic words in context and out of context.</p>	<p>MA.Grade 5 L 4s.12 Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.                  MA.5-6 L 4.18 Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.                  MA.5-6 L 4.17 Determine the meaning of unknown words using context clues definition, example).</p>
<p>CC.5.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.                  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>MA. 5-12 R.7.11 The majority of students will have met the Reading Foundations standards by the end of grade 4, although teachers may need to continue addressing earlier standards.</p>

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<b>Grade 5: Writing</b>	
<b>Writing (W)</b>	<b>Composition</b>
<p>Text Types and Purposes                      CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using word, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol>	<p>See MA 3-4 L 3.6 Express and opinion of a literary work or film in an organized way, with supporting detail.                      Note that the MA ELA 2001 framework did not address the organization and elements writing arguments in detail.</p>
<p>Text Types and Purposes                      CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful in aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p>CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences and events.</li> </ol>	<p>MA.5-6 C.19.16 For informational/expository writing: Write brief research reports with clear focus and supporting detail                      MA.5-6 C.19.17 For informational/expository writing: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.                      MA.5-6 C.19.18 For informational/expository writing: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.                      MA.5-6 C.23.7 Group related ideas and place them in logical order when writing summaries or reports.                      MA.5-6 C.23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.                      MA.5-6 C.19.14 For imaginative/literary writing: Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).                      Note that the MA ELA 2001 framework did not address the organization and elements of informative/explanatory writing in detail.</p>

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<p>MA.5.W.3a. Write stories, poems, and scripts that draw on characteristics of tall tales or myths or modern genres such as mysteries, fantasies, and historical fiction.*</p>	<p>MA.5-6 C.19.15 For imaginative/literary writing: Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).</p>
<p>Production and Distribution of Writing:                  CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>CC.5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>MA.5-6 C.20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p> <p>MA.5-6 C.23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.</p> <p>MA.5-6 C.23.7 Group related ideas and place them in logical order when writing summaries or reports.</p> <p>MA.5-6 C.23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p> <p>MA.5-6 C.21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p> <p>MA.5-6 C.21.5 Improve word choice by using dictionaries or thesauruses.</p> <p>MA.5-6 C.22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.</p> <p>MA.5-6 C.25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.</p> <p><b>No equivalent standard at this grade level or below.</b></p>
<p>Research to Build and Present Knowledge                  CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>MA.5-6 C.19.16 For informational/expository writing: Write brief research reports with clear focus and supporting detail</p> <p>MA.5-6 C.24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> <li>• use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources);</li> <li>• follow established criteria for evaluating information;</li> <li>• locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> </ul>

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	<ul style="list-style-type: none"> <li>organize and present research using the grades 5–6 Learning Standards in the Composition Strand as a guide for writing; and</li> <li>provide appropriate documentation in a consistent format.</li> </ul>
<p>Research to Build and Present Knowledge                  CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>MA.5-6 C.19.16 For informational/expository writing: Write brief research reports with clear focus and supporting detail                  MA.5-6 C.24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> <li>use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources);</li> <li>follow established criteria for evaluating information;</li> <li>locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> <li>organize and present research using the grades 5–6 Learning Standards in the Composition Strand as a guide for writing; and</li> <li>provide appropriate documentation in a consistent format.</li> </ul>
<p>Research to Build and Present Knowledge:                  CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how the characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	See Reading Standards
<p>Range of Writing:                  CC.5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	No equivalent standard at this grade level or below.
<b>Grade 5: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language, Composition, Media</b>
<p>Comprehension and Collaboration                  CC.5.SL.1 Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 5 topics and texts building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material;</p>	<p>MA 5-6 L 2.3 Gather relevant information for a research project or composition through interviews.</p> <p>No equivalent standard at this grade level or below.</p>

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<p>explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>CC.5.SL.2 Summarize a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>MA 5-6 L 1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.</p> <p>MA 5-6 L 2.3 Gather relevant information for a research project or composition through interviews.</p> <p>MA 5-6 L 2.3 Gather relevant information for a research project or composition through interviews. <b>No equivalent standard at this grade level or below.</b></p> <p><b>No equivalent standard for speaking and listening at this grade level or below.</b> See Reading Informational Text standard MA 5-6 R 13.17.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CC.5.SL.5 Include multimedia components (e.g., graphics, sound) or visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>	<p>MA 5-6 L 3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for effect.</p> <p>MA 5-6 M 27.3 Create a media production using effective images, text, music, sound effects, or graphics.</p> <p>MA 5-6 L 3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for effect.</p>
<b>Grade 5: Language</b>	
<b>Language (L)</b>	<b>Language and Composition</b>
<p>Conventions of Standard English:</p> <p>CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>MA 5-6 L 5.9 Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). <b>No equivalent standard at this grade level or below.</b></p> <p>MA.5-6 L 5.11 Identify verb phrases and verb tenses. <b>No equivalent standard at this grade level or below.</b></p>
<p>CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p>	<p>MA.5-6 L.5.14 Identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure</p>

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<p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>)</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>(elimination of sentence fragments and run-ons).  MA.5-6 C.22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.  <b>No equivalent standard at this grade level or below.</b></p>
<p>Knowledge of Language  CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>MA.5-6 L.5.10 Expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences).  MA.5-6 L.6.4 Demonstrate through role-playing appropriate use of formal and informal language.  MA.5-6 L.6.5 Write stories using a mix of formal and informal language.  MA.5-6 L.6.6 Identify differences between oral and written language patterns.  MA.5-6 R.15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.  MA.5-6 C.20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.  MA.5-6 C.21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p>
<p>Vocabulary Acquisition and Use  CC.5.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciations and determine or clarify the precise meaning of key words and phrases.</p>	<p>MA.5-6 L.4.17 Determine the meaning of unfamiliar words using context clues (definition, example).  MA.5-6 L.4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.  MA.5-6 L.4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.  MA.5-6 C.21.5 Improve word choice by using dictionaries or thesauruses.</p>
<p>CC.5.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p>	<p>MA.5-6 R.15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.</p>

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<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>No equivalent standard at this grade level:</b> see MA.3-4 L.4.11 Identify the meaning of common idioms and figurative phrases.</p> <p>MA.5-6 R.15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p>
<p>CC.5.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>No equivalent standard at this grade level or below.</b></p>

Grade 6: Reading Literature	
Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards	Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004
Reading: Literature (RL)	Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production
<p>Key Ideas and Details</p> <p>CC.6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences from the text.</p> <p>CC.6.RL.2 Determine a theme or central idea of a text and how it is conveyed through specific details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CC.6.RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>MA.5-6 R 11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.</p> <p>MA.5-6 R 11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.</p> <p>MA.5-6 R 12.3 Identify and analyze the elements of setting, characterization, and plot (including conflict).</p>
<p>Craft and Structure</p> <p>CC.6.RL.4 Determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>CC.6.RL.5 Analyze how a particular sentence, scene, or stanza fits into the overall structure of a text and contributes to the development of setting, theme, or plot.</p>	<p>MA.5-6 R 8.19 Identify and analyze sensory details and figurative language.</p> <p>MA.5-6 R 15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p> <p>MA.5-6 R 14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: Sound (<i>alliteration, onomatopoeia rhyme scheme</i>); Figurative language (<i>personification, metaphor, simile, hyperbole</i>); Graphics (<i>capital letters, line length, word position</i>).</p> <p>MA.5-6 R 8.20 Identify and analyze the author’s use of dialogue and description.</p> <p>MA.5-6 R 17.3 Identify and analyze structural elements particular to dramatic literature (<i>scenes, acts, casts of characters, stage directions</i>).</p> <p>MA.5-6 R 14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: Sound (<i>alliteration, onomatopoeia rhyme scheme</i>); Figurative language (<i>personification, metaphor,</i></p>

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<p>CC.6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><i>simile, hyperbole</i>); Graphics (<i>capital letters, line length, word position</i>).</p> <p><b>No equivalent standard at this grade level or below.</b></p>
<p>Integration of Knowledge and Ideas CC.6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. CC.6.RL.8 Not applicable to literature. MA.6.RL.8a. Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works. CC.6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>MA.5-6 R 17.4 Identify and analyze the similarities and differences between a narrative text and its film or play version.</p> <p>MA.7-8 R 16.9 Identify conventions in epic tales (extended simile, the quest, the hero’s tasks, special weapons or clothing, helpers).</p> <p>MA.5-6 R 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.</p> <p>MA.5-6.R 16.7 Compare traditional literature from different cultures.</p>
<p>Range of Reading and Level of Text Complexity CC.6.RL.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<b>Grade 6: Reading Informational Text</b>	
<b>Reading Informational Text (RI)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b>
<p>Key Ideas and Details CC.6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples or anecdotes).</p>	<p>MA.5-6 R 8.22 Identify and analyze main ideas, supporting ideas, and supporting details. MA.5-6 R 13.17 Identify and analyze main ideas, supporting ideas, and supporting details.</p> <p><b>No equivalent standard at this grade level or below.</b></p>
<p>Craft and Structure CC.6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>MA.5-6 L 4.17 Determine the meaning of unfamiliar words using context clues (<i>definitions, examples</i>).</p> <p>MA.5-6 L 4.18 Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>MA.5-6 L 4.19 Determine pronunciations, meanings, alternate word choices and parts of speech of words using dictionaries and thesauruses.</p>

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<p>CC.6.RI.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p>CC.6.RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>MA.5-6 R 15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.</p> <p>MA.5-6 R 15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p> <p>MA.5-6 R 8.21 Recognize organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>).</p> <p>MA.5-6 R 13.15 Identify and use knowledge of common organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>).</p> <p>No equivalent standard at this grade level or below.</p>
<p>Integration of Knowledge and Ideas</p> <p>CC.6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CC.6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CC.6.RI.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by a person and a biography on the same person).</p>	<p>MA.5-6 R 13.14 Identify and use knowledge of common graphic features (for example, <i>charts, graphs, maps, diagrams, captions, illustrations</i>).</p> <p>MA.5-6 M 26.3 Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CC.6.RI.10 By the end of the year read and comprehend literary nonfiction, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>See MA Appendices A and B, Author Lists.</p>

**Grades 6-8: Reading in History/Social Studies**

**Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards**

Note: These standards are based on the Reading Informational Text standards above.

There are no equivalent standards in the 2003 *Massachusetts History/Social Science Curriculum Framework*.

<p>Key Ideas and Details</p> <p>CC.6-8.RH.1 Cite specific evidence to support analysis of primary and secondary sources.</p> <p>CC.6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.</p> <p>CC.6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</p>
<p>Craft and Structure</p> <p>CC.6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains relates to history/social studies.</p> <p>CC.6-8.RH.5 Determine how a text presents information (e.g., sequentially, comparatively, causally).</p>

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CC.6-8.RH.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas CC.6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC.6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text. CC.6-8.RH.9 Analyze the relationship between a primary and a secondary source on the same topic.
Range of Reading and Level of Text Complexity CC.6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

<b>Grades 6-8: Reading in Science and Technical subjects</b>
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b> Note: These standards are based on the Reading Informational Text standards above. There are no equivalent standards in the 2004 <i>Massachusetts Science and Technology/Engineering Curriculum Framework</i> .
Key Ideas and Details CC.6-8.RST.1 Cite specific textual evidence to support analysis of science and technical texts. CC.6-8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the source distinct from prior knowledge or opinion. CC.6-8.RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure CC.6-8.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. CC.6-8.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. CC.6-8.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas CC.6-8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). CC.6-8.RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. CC.6-8.RST.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity CC.6-8.RST.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

<b>Grade 6: Writing</b>	
<b>Writing (W)</b>	<b>Composition</b>
Types and Purposes CC.6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.	No equivalent writing standard at this grade level or below. Note that the MA ELA 2001 framework writing standards did not address the organization and elements of writing arguments in detail.

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<ul style="list-style-type: none"> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claims and reasons.</li> <li>d. Establish and maintain a formal style</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>	
<p>Text Types and Purposes          CC.6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when needed to aid comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement that follows from the information or explanation presented.</li> </ul>	<p>Note that the MA ELA 2001 framework writing standards did not address the organization and elements of writing informative/explanatory texts in detail.</p> <p>MA.5-6 C.19.16 For informational/expository writing: Write brief research reports with clear focus and supporting detail          MA.5-6 C.19.17 For informational/expository writing: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.          MA.5-6 C.19.18 For informational/expository writing: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.          MA.5-6 C.23.7 Group related ideas and place them in logical order when writing summaries or reports.          MA.5-6 C.23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p>
<p>Text Types and Purposes          CC.6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p>Note that the MA ELA 2001 framework writing standards did not address the organization and elements of writing narrative texts in detail.</p> <p>MA.5-6 C.19.14 For imaginative/literary writing: Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).          MA.5-6 C.23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.          MA.5-6 C.19.14 For imaginative/literary writing: Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).</p>

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<p>MA.6.W.3a. Demonstrate understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena, the hero's journey, quest, or task).*</p>	<p>MA.5-6 C.19.15 For imaginative/literary writing: Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).  <b>No equivalent writing standard at this grade level;</b> see MA.7-8 R.16.9 Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers).          (Reading standard applied to writing)</p>
<p>Production and Distribution of Writing          CC.6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>MA.5-6 C.20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.          MA.5-6 C.23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.          MA.5-6 C.23.7 Group related ideas and place them in logical order when writing summaries or reports.          MA.5-6 C.23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</p>
<p>Production and Distribution of Writing:          CC.6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p>	<p>MA.5-6 C.21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.          MA.5-6 C.21.5 Improve word choice by using dictionaries or thesauruses.          MA.5-6 C.22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.          MA.5-6 C.25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.</p>
<p>Production and Distribution of Writing          CC.6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p><b>No equivalent standard at this grade level or below.</b></p>
<p>Research to Build and Present Knowledge          CC.6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>MA.5-6 C.19.16 For informational/expository writing: Write brief research reports with clear focus and supporting detail          MA.5-6 C.24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> <li>• use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources);</li> <li>• follow established criteria for evaluating information;</li> </ul>

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	<ul style="list-style-type: none"> <li>• locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> <li>• organize and present research using the grades 5–6 Learning Standards in the Composition Strand as a guide for writing; and</li> <li>• provide appropriate documentation in a consistent format.</li> </ul>
<p>Research to Build and Present Knowledge                  CC.6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>MA.5-6 C.19.16 For informational/expository writing: Write brief research reports with clear focus and supporting detail                  MA.5-6 C.24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> <li>• use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources);</li> <li>• follow established criteria for evaluating information;</li> <li>• locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> <li>• organize and present research using the grades 5–6 Learning Standards in the Composition Strand as a guide for writing; and</li> <li>• provide appropriate documentation in a consistent format.</li> </ul>
<p>Research to Build and Present Knowledge                  CC.6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”)</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”)</p>	<p>MA.5-6 C.19.16 For informational/expository writing: Write brief research reports with clear focus and supporting detail                  MA.5-6 C.24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> <li>• use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources);</li> <li>• follow established criteria for evaluating information;</li> <li>• locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> <li>• organize and present research using the grades 5–6 Learning Standards in the Composition Strand as a guide for writing; and</li> <li>• provide appropriate documentation in a consistent format.</li> </ul>
<p>Range of Writing                  CC.6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p style="background-color: #e0f0ff; padding: 2px;">No equivalent standard at this grade level or below.</p>

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<b>Grades 6-8: Writing in History/Social Studies, Science, and Technical subjects</b>
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>
<p>Note: These standards are based on the Writing standards above.</p> <p>There are no equivalent standards in the 2003 <i>Massachusetts History/Social Science Curriculum Framework</i> or the 2004 <i>Massachusetts Science and Technology/Engineering Curriculum Framework</i>.</p>
<p>Text Types and Purposes</p> <p>CC.6-8.WHST.1 Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>CC.6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, and technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving the purpose; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p>CC.6-8.WHST.3 Note: Students should be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.</p>
<p>Production and Distribution of Writing</p> <p>CC.6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.6-8.WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.6-8.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>Research to Build and Present Knowledge</p> <p>CC.6-8.WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional, related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.6-8.WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.6-8.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Range of Writing</p> <p>CC.6-8.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<b>Grade 6: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language, Composition, Media</b>
<p>Comprehension and Collaboration</p> <p>CC.6.SL.1 Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. With guidance and support from adults, work with peers to set rules for collegial discussion, clear goals and deadlines, and individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</li> </ul> <p>CC.6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CC.6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>MA.5-6 L.2.3 Gather relevant information for a research project or composition through interviews.</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p>MA.5-6 L.1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.</p> <p>MA.5-6 L.2.3 Gather relevant information for a research project or composition through interviews.</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p>MA.5-6 M. 26.3 Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials.</p> <p><b>No equivalent standard for speaking and listening at this grade level or below.</b>                      See Reading Informational Text standard 13.17.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation..</p> <p>CC.6.SL.5 Include multimedia components (e.g., graphics, images, movement, sound) and visual displays in presentations to clarify information.</p> <p>CC.6.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>MA.5-6 L.3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for effect.</p> <p>MA.5-6 M.27.3 Create a media production using effective images, text, music, sound effects, or graphics.</p> <p>MA.5-6 L.3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for effect.</p> <p>MA.5-6 L.6.4 Demonstrate through role-playing appropriate use of formal and informal language.</p> <p>MA.5-6 L.6.6 Identify differences between oral and written language patterns.</p>

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<b>Grade 6: Language</b>	
<b>Language (L)</b>	<b>Language and Composition</b>
<p>Conventions of Standard English                      CC.6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>	<p>MA.5-6 L.5.9 Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).                      No equivalent standard at this grade level or below.                      No equivalent standard at this grade level or below.                      No equivalent standard at this grade level or below.</p> <p>MA.5-6 L.6.4 Demonstrate through role-playing appropriate use of formal and informal language.                      MA.5-6 L.6.5 Write stories using a mix of formal and informal language.                      MA.5-6 L.6.6 Identify differences between oral and written language patterns.</p>
<p>Conventions of Standard English                      CC.6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ol>	<p>MA.5-6 L.5.14 Identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).</p> <p>MA.5-6 C.22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.</p>
<p>Knowledge of Language                      CC.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Maintain consistency in style and tone.</li> </ol>	<p>MA.5-6 L.5.10 Expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences).                      MA.5-6 C.21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.                      No equivalent standard at this grade level or below.</p>
<p>Vocabulary Acquisition and Use                      CC.6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	

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<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, and thesauruses) both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>MA.5-6 L.4.17 Determine the meaning of unfamiliar words using context clues (definition, example).</p> <p>MA.5-6 L.5.12 Recognize that a word performs different functions according to its position in a sentence.</p> <p>MA.5-6 L.4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>MA.5-6 L.4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.</p> <p>MA.5-6 C.21.5 Improve word choice by using dictionaries or thesauruses.</p>
<p>Vocabulary Acquisition and Use</p> <p>CC.6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., <i>personification</i>) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>crimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>MA.5-6 R.15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p>MA.5-6 R.15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p>
<p>CC.6.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>No equivalent standard at this grade level or below.</b></p>

Grade 7: Reading Literature	
Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards	Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004
Reading Literature (RL)	Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production
<p>Key Ideas and Details</p> <p>CC.7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences from the text.</p> <p>CC.7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CC.7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how</p>	<p>MA. Grade 7 R 11s.3 Identify and supply evidence for a theme in a selection.</p> <p>MA. Grade 7 R 8s.13 Interpret mood in a text and give supporting evidence.</p> <p>MA.7-8 R.8.24 Interpret mood and tone, and give supporting evidence from a text.</p> <p>MA.7-8 R.11.4 Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p>

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<p>the setting shapes the characters or plot).</p>	<p>MA. Grade 7 R 12s.6 Analyze the connections among setting, characterization, conflict, plot, and /or theme.  MA. Grade 7 R 17s.4 Identify and analyze elements of setting, plot, and characterization in plays that are read, viewed, written and/or performed.  MA.7-8 R.17.5 Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written and/or performed:</p> <ul style="list-style-type: none"> <li>• Setting: (<i>place, historical period, time of day</i>);</li> <li>• Plot (<i>exposition, conflict, rising action, falling action</i>); and</li> <li>• Characterization (<i>character motivations, actions, thoughts, development</i>).</li> </ul> <p>MA. Grade 7 R 16s.6 Identify conventions in epic tales (for example, <i>the extended simile, the hero’s tasks, special weapons, clothing, helpers</i>)  MA.7-8 R.16.9 Identify conventions in epic tales (<i>the extended simile, the quest, the hero’s tasks, special weapons or clothing, helpers</i>).</p>
<p>Craft and Structure  CC.7.RL.4. Determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>CC.7.RL.5 Analyze how a drama or poem’s form or structure (e.g., sonnet or soliloquy) contributes to its meaning.</p>	<p>MA. Grade 7 R 4s.14 Determine the meanings of unfamiliar words using context clues (for example, <i>contrast or cause and effect stated in the text</i>).  MA. Grade 7 R 14s.4 Identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.</p> <ul style="list-style-type: none"> <li>• Form (<i>haiku, epic, sonnet</i>)</li> <li>• Sound (<i>alliteration, onomatopoeia, rhyme schemes</i>);</li> <li>• Figurative language (<i>personification, metaphor, simile, hyperbole</i>);</li> <li>• Graphics (<i>capital letters, line length, word position</i>).</li> </ul> <p>MA.7-8 R.14.4 Respond to and analyze the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.</p> <ul style="list-style-type: none"> <li>• Form (<i>haiku, epic, sonnet</i>)</li> <li>• Sound (<i>alliteration, onomatopoeia, internal rhyme, rhyme scheme</i>);</li> <li>• Figurative language (<i>personification, metaphor, simile, hyperbole</i>);</li> <li>• Graphics (<i>capital letters, line length, word position</i>).</li> </ul> <p>MA. Grade 7 R 15s.3 Identify and analyze imagery and figurative language.  MA. Grade 7 R 15s.4 Identify how an author’s use of words creates mood.  MA.7-8 R.15.5 Identify and analyze imagery and figurative language.  MA.7-8 R.15.6 Identify how an author’s use of words creates tone and mood.  MA. Grade 7 R 14s.4 Identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.</p> <ul style="list-style-type: none"> <li>• Form (<i>haiku, epic, sonnet</i>)</li> <li>• Sound (<i>alliteration, onomatopoeia, rhyme schemes</i>);</li> <li>• Figurative language (<i>personification, metaphor, simile, hyperbole</i>);</li> <li>• Graphics (<i>capital letters, line length, word position</i>).</li> </ul> <p>MA.7-8 R.17.5 Identify and analyze elements of setting, plot, and characterization</p>

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<p>CC.7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>in the plays that are read, viewed, written and/or performed:</p> <ul style="list-style-type: none"> <li>• Setting: (<i>place, historical period, time of day</i>);</li> <li>• Plot (<i>exposition, conflict, rising action, falling action</i>); and</li> <li>• Characterization (<i>character motivations, actions, thoughts, development</i>).</li> </ul> <p>MA. Grade 7 R 12s.7 Analyze characters’ personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts.  MA. Grade 7 R 12s.8 Analyze the ways characters change or interact with others over time and give supporting evidence from the text.  MA.7-8 R.8.25 Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.</p>
<p>Integration of Knowledge and Ideas  CC.7.RL.7 Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera angles in a film).  CC.7.RL.8 Not applicable to literature.</p> <p>MA.7.RL.8a Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).*</p> <p>CC.7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>MA. Grade 7 R 17s.5 Identify and analyze the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.  MA.7-8 R.17.6 Identify and analyze the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.</p> <p>MA.7-8 R.8.24. For imaginative/literary texts: Interpret mood and tone, and give supporting evidence in a text.  MA.9-10 R.8.29. For imaginative/literary texts: Identify and analyze patterns of imagery or symbolism.  MA.7-8 R.12.4. Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.  MA.7-8 R.15.6. Identify and analyze how an author’s use of words creates tone and mood.  MA.7-8 R.9.5 Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.  MA.7-8 R.10.4. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.</p>
<p>Range of Reading and Level of Text Complexity  CC.7.RL.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>See MA Appendices A and B, Author Lists.</p>

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<b>Grade 7: Reading Informational Text</b>	
<b>Reading Informational Text (RI)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b>
<p>Key Ideas and Details</p> <p>CC.7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>MA. Grade 7 R 8s.14 Identify evidence in a text that supports an argument.</p> <p>MA.7-8 R. 8.27 Identify evidence used to support an argument.</p> <p>MA.7-8 R.13.22 Identify evidence used to support an argument.</p> <p style="background-color: #90EE90;">No equivalent standard at this grade level; see</p> <p>MA.5-6 R.8.22 Identify and analyze main ideas, supporting ideas, and supporting details.</p> <p>MA.5-6 R.13.17 Identify and analyze main ideas, supporting ideas, and supporting details.</p> <p style="background-color: #00FFFF;">No equivalent standard at this grade level or below.</p>
<p>Craft and Structure</p> <p>CC.7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>CC.7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.</p>	<p>MA. Grade 7 L 4s.14 Determine the meaning of unfamiliar words using context clues (for example, <i>contrast or cause and effect stated in the text</i>).</p> <p>MA. Grade 7 L 4s.15 Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>MA. Grade 7 L 4s.16 Determine pronunciations, meanings, alternate word choices, parts of speech, and etymologies of words using dictionaries and thesauruses.</p> <p>MA.7-8 L 4.20 Determine the meaning of unfamiliar words using context clues (<i>contrast, cause and effect</i>).</p> <p>MA.7-8 L 4.21 Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>MA.7-8 L 4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, and etymologies of words using dictionaries and thesauruses.</p> <p>MA. Grade 7 R 15s.3 Identify and analyze imagery and figurative language.</p> <p>MA. Grade 7 R 15s.4 Identify how an author’s use of words creates mood.</p> <p>MA.7-8 R.15.5 Identify and analyze imagery and figurative language.</p> <p>MA.7-8 R.15.6 Identify and analyze how an author’s use of words creates tone and mood.</p> <p>MA. Grade 7 R 8s.12 Use knowledge of genre characteristics to analyze a text.</p> <p>MA.7-8 R.8.23 Use knowledge of genre characteristics to analyze a text.</p> <p>MA.7-8 R.8.26 Recognize organizational structures and use of arguments for and</p>

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<p>CC.7.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>against an issue                  MA. Grade 7 R 13s.11 Identify and use knowledge of common textual features (for examples, in addition to features listed for lower grades, <i>introduction, conclusion, transition words, concluding sentences</i>).                  MA. Grade 7 R 13s.13 Identify common organizational structures (for example, <i>logical order, comparison and contrast, cause and effect relationships</i>).                  MA.7-8 R.13.20 Identify common organizational structures (for example, <i>logical order, comparison and contrast, cause and effect relationships</i>).                  MA.7-8 R.8.28 Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.                  MA. Grade 7 R 13s.14 Recognize arguments for and against an issue.                  MA.7-8 R.13.21 Recognize arguments for and against an issue.</p>
<p>Integration of Knowledge and Ideas                  CC.7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CC.7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CC.7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence of advancing different interpretations of facts.</p>	<p>MA. Grade 7 R 13s.12 Identify and use knowledge of common graphic features to analyze nonfiction texts.                  MA.7-8 R.13.19 Identify and use knowledge of common graphic features (<i>charts, maps, diagrams</i>).                  MA.7-8 M.26.4 Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism , and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.                  MA.7-8 M.27.5 Use criteria to assess the effectiveness of media presentations.</p> <p>MA. Grade 7 R 13s.14 Recognize arguments for and against an issue.                  MA. Grade 7 R 13s.15 Identify evidence in a text that supports an argument.                  MA.7-8 R.13.21 Recognize arguments for and against an issue.                  MA.7-8 R.13.22 Identify evidence used to support an argument.                  No equivalent standard at this grade level or below.</p>
<p>Range of Reading and Level of Text Complexity                  CC.7.RI.10 By the end of the year read and comprehend literary nonfiction, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>See MA Appendices A and B, Author Lists.</p>

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<b>Grades 6-8: Reading in History/Social Studies</b>
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>
<p>Note: These standards are based on the Reading Informational Text standards above.</p> <p>There are no equivalent standards in the 2003 <i>Massachusetts History/Social Science Curriculum Framework</i>.</p>
<p>Key Ideas and Details</p> <p>CC.6-8.RH.1 Cite specific evidence to support analysis of primary and secondary sources.</p> <p>CC.6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.</p> <p>CC.6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</p>
<p>Craft and Structure</p> <p>CC.6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains relates to history/social studies.</p> <p>CC.6-8.RH.5 Determine how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CC.6-8.RH.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<p>Integration of Knowledge and Ideas</p> <p>CC.6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CC.6-8.RH.9 Analyze the relationship between a primary and a secondary source on the same topic.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CC.6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>

<b>Grades 6-8: Reading in Science and Technical subjects</b>
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>
<p>Note: These standards are based on the Reading Informational Text standards above.</p> <p>There are no equivalent standards in the 2004 <i>Massachusetts Science and Technology/Engineering Curriculum Framework</i>.</p>
<p>Key Ideas and Details</p> <p>CC.6-8.RST.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>CC.6-8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the source distinct from prior knowledge or opinion.</p> <p>CC.6-8.RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
<p>Craft and Structure</p> <p>CC.6-8.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p>CC.6-8.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>CC.6-8.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>
<p>Integration of Knowledge and Ideas</p> <p>CC.6-8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart,</p>

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<p>diagram, model, graph, or table).</p> <p>CC.6-8.RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>CC.6-8.RST.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CC.6-8.RST.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>

<b>Grade 7: Writing</b>	
<b>Writing (W)</b>	<b>Composition</b>
<p>Text Types and Purposes</p> <p>CC.7.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) and acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p>MA.7-8 C.19.22 For informational/expository writing: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p> <p>MA.7-8 C.20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p>
<p>Text Types and Purposes:</p> <p>CC.7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>e. Establish and maintain a formal style.</li> </ol>	<p>MA.7-8 C.19.22 For informational/expository writing: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p> <p>MA.7-8 C.19.23 For informational/expository writing: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>MA.7-8 C.23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>MA.7-8 C.23.11 Organize ideas for writing comparison-and-contrast essays.</p>

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<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>Text Types and Purposes                  CC.7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects the narrated experiences or events.</li> </ol> <p>MA.7W.3a Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.*</p>	<p>MA.7-8 C.19.19 For imaginative/literary writing: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p> <p>MA.7-8 C.23.9 Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).</p> <p>MA.7-8 C.19.19 For imaginative/literary writing: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p> <p>MA.7-8 C.19.20 For imaginative/literary writing: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).</p> <p>MA.7-8 R.8.24 For imaginative/literary texts: Interpret mood and tone, and give supporting evidence in a text.</p> <p>MA.9-10 R.8.29 For imaginative/literary texts: Identify and analyze patterns of imagery or symbolism.</p> <p>MA.7-8 R.8.12.4. Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p> <p>MA.7-8 R.15.6 Identify and analyze how an author’s use of words creates tone and mood.</p> <p>(Reading standards applied to writing)</p>
<p>Production and Distribution of Writing                  CC.7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>MA.7-8 C.20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>MA.7-8 C.23.9 Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).</p> <p>MA.7-8 C.23.10 Organize information into a coherent essay or report with a thesis</p>

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	<p>statement in the introduction, transition sentences to link paragraphs, and a conclusion.  MA.7-8 C.23.11 Organize ideas for writing comparison-and-contrast essays.</p>
<p>Production and Distribution of Writing  CC.7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p>	<p>MA.7-8 C.21.6 Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.  MA.7-8 C.21.7 Improve word choice by using a variety of references.  MA.7-8 C.22.8 Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed  MA.7-8 C.25.4 As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>
<p>Production and Distribution of Writing  CC.7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p><b>No equivalent standard at this grade level or below.</b></p>
<p>Research to Build and Present Knowledge  CC.7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>MA.7-8 C.24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> <li>• differentiate between primary and secondary source materials;</li> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> <li>• use standard bibliographic format to document sources.</li> </ul>
<p>Research to Build and Present Knowledge  CC.7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>MA.7-8 C.24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> <li>• differentiate between primary and secondary source materials;</li> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> <li>• use standard bibliographic format to document sources.</li> </ul>

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<p>Research to Build and Present Knowledge                  CC.7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction alter history.”)</li> <li>b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”)</li> </ol>	<p>MA.7-8 C.19.22 For informational/expository writing: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.                  MA.7-8 C.24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> <li>• differentiate between primary and secondary source materials;</li> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> <li>• use standard bibliographic format to document sources.</li> </ul>
<p>CC.7.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p>

<b>Grades 6-8: Writing in History/Social Studies, Science, and Technical subjects</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	
<p style="background-color: #e0ffff;">Note: These standards are based on the Writing standards above.</p> <p style="background-color: #e0ffff;">There are no equivalent standards in the 2003 <i>Massachusetts History/Social Science Curriculum Framework</i> or the 2004 <i>Massachusetts Science and Technology/Engineering Curriculum Framework</i>.</p>	
Text Types and Purposes	
<p>CC.6-8.WHST.1 Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement of section that follows from and supports the argument presented.</li> </ol> <p>CC.6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, and technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving the purpose; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</li> </ol>	

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<ul style="list-style-type: none"> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p>CC.6-8.WHST.3 Note: Students should be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.</p>
<p><b>Production and Distribution of Writing</b></p> <p>CC.6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.6-8.WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.6-8.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>CC.6-8.WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional, related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.6-8.WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.6-8.WHST.9 Draw evidence form informational texts to support analysis, reflection, and research.</p>
<p><b>Range of Writing</b></p> <p>CC.6-8.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

<b>Grade 7: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language, Composition, Media</b>
<p><b>Comprehension and Collaboration</b></p> <p>CC.7.SL.1 Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Work with peers to set rules for collegial discussion, clear goals and deadlines, and individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding</li> </ul>	<p>MA.7-8 L 2.4 Integrate relevant information gathered from group discussions and interviews for reports.</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p>MA.7-8 L 1.4 Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p><b>No equivalent standard at this grade level or below.</b></p>

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<p>CC.7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CC.7.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the argument.</p>	<p><b>No equivalent standard for speaking and listening at this grade level or below.</b>                  See Reading Informational Text standards below (13s.14-13.22) and grade 5-6 standard 13.17.                  MA Grade 7 R 13s.14 Recognize arguments for and against an issue.                  MA Grade 7 R 13s.15 Identify evidence in a text that supports an argument.                  MA.7-8 R 13.21 Recognize arguments for and against an issue.                  MA.7-8 R 13.22 Identify evidence in a text that supports an argument.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CC.7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CC.7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English where indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p>	<p>MA.7-8 L 3.10 Present an organized interpretation of a literary work, film, or dramatic production.                  MA.7-8 L 3.11 Use appropriate techniques for oral persuasion.                  MA.7-8 L 3.12 Give oral presentations for different audiences for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect.                  MA.7-8 M 27.4 Create media presentations and written reports on the same subject and compare the differences in effects of each medium.                  MA.7-8 L 3.12 Give oral presentations for different audiences for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect.                  MA.7-8 C 20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain a reader.</p>

Grade 7: Language	
Language (L)	Language and Composition
<p>Conventions of Standard English</p> <p>CC.7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>	<p>MA.7-8 L.5.16 Distinguish phrases from clauses.                  MA.7-8 L.5.17 Recognize the makeup and function of prepositional phrases.                  MA.7-8 L.5.18 Identify simple, compound, and complex sentences.                  MA.7-8 C.22.8 Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing..</p>
<p>Conventions of Standard English</p> <p>CC.7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a</i></li> </ul>	<p>MA.7-8 L.5.20 Identify correct mechanics (comma after introductory structures),</p>

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<p><i>fascinating, enjoyable movie</i> but not <i>He wore and old [,] green shirt</i>).</p> <p>b. Spell correctly.</p>	<p>correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>MA.7-8 C.22.8 Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p>
<p>Knowledge of Language CC.7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>MA.7-8 L.5.21 Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences</p> <p>MA.7-8 C.21.6 Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</p> <p>MA.7-8 C.21.7 Improve word choice by using a variety of references.</p>
<p>Vocabulary Acquisition and Use CC.7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>MA.7-8 L.4.20 Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>MA.7-8 L.4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>MA.7-8 L.4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>MA.7-8 C.21.7 Improve word choice by using a variety of references.</p>
<p>Vocabulary Acquisition and Use CC.7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p>MA.7-8 L.4.20 Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>MA.7-8 L.5.22 Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>MA.7-8 R.15.5 Identify and analyze imagery and figurative language.</p>

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<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>MA.7-8 R.15.6 Identify and analyze how an author’s use of words creates tone and mood.  <b>No equivalent standard at this grade level; see</b> MA.5-6 R.15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p>
<p>CC.7.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>No equivalent standard at this grade level or below.</b></p>

<p align="center"><b>Grade 8: Reading Literature</b></p>	
<p align="center"><b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b></p>	<p align="center"><b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b></p>
<p align="center"><b>Reading: Literature (RL)</b></p>	<p align="center"><b>Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production</b></p>
<p>Key Ideas and Details                      CC.8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>MA.7-8 R 8.24 Interpret mood and tone, and give supporting evidence from a text.</p> <p>MA.7-8 R 8.25 Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.</p> <p>MA.7-8 R 11.4 Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>MA.7-8 R 17.5 Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written and/or performed:</p> <ul style="list-style-type: none"> <li>• Setting: (<i>place, historical period, time of day</i>);</li> <li>• Plot (<i>exposition, conflict, rising action, falling action</i>); and</li> <li>• Characterization (<i>character motivations, actions, thoughts, development</i>).</li> </ul> <p>MA.7-8 R 12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p>
<p>Craft and Structure                      CC.8.RL.4 Determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>MA.7-8 R 14.4 Respond to and analyze the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.</p> <ul style="list-style-type: none"> <li>• Form (<i>haiku, epic, sonnet</i>)</li> <li>• Sound (<i>alliteration, onomatopoeia, internal rhyme, rhyme scheme</i>);</li> <li>• Figurative language (<i>personification, metaphor, simile, hyperbole</i>);</li> </ul>

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<p>CC.8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.8.RL.6 Analyze how differences in the points of view of the characters and the audience or readers (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<ul style="list-style-type: none"> <li>• Graphics (<i>capital letters, line length, word position</i>).</li> </ul> <p>MA.7-8 R 15.5 Identify and analyze imagery and figurative language.                  MA.7-8 R 15.6 Identify how an author’s use of words creates tone and mood.                  MA.7-8 R 10.4 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.                  No equivalent standard at this grade level or below.</p>
<p>Integration of Knowledge and Ideas                  CC.8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>CC.8.RL.8 Not applicable to literature.</p> <p>MA.8.RL.8a. Identify and analyze the characteristics of irony and parody in literary works.*</p> <p>CC.8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered anew.</p>	<p>MA.7-8 R 17.6 Identify and analyze the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.                  MA.7-8 M 27.5 Use criteria to assess the effectiveness of media presentations.</p> <p>No equivalent standard at this grade level or below</p> <p>MA.7-8 R 10.4 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.</p> <p>MA.11-12 R 16.12 Analyze the influence of mythic, traditional, or classical literature on later literature and film.</p>
<p>Range of Reading and Level of Text Complexity                  CC.8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band independently and proficiently.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<b>Grade 8: Reading Informational Text</b>	
<b>Reading Informational Text (RI)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language;                  Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b>
<p>Key Ideas and Details                  CC.8.RI.1 Cite textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.8.RI.2 Determine a central idea in a text and analyze their development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>MA.7-8 R 13.22 Identify evidence used to support an argument                  MA.7-8 C 24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.                  No equivalent standard at this grade level</p> <p>MA.5-6 R 8.22 Identify and analyze main ideas, supporting ideas, and supporting details.                  MA.5-6 R 13.17 Identify and analyze main ideas, supporting ideas, and</p>

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<p>CC.8.RI.3 Analyze how a text makes connections and distinctions between individuals, events, and ideas (e.g., through comparisons, analogies, or categories).</p>	<p>supporting details. MA.7-8 R 13.20 Identify and use knowledge of common organizational structures (for example, <i>logical order, comparison and contrast, cause and effect relationships</i>).</p>
<p>Craft and Structure CC.8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.</p> <p>CC.8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept</p> <p>CC.8.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>MA.7-8 L 4.20 Determine the meaning of unfamiliar words using context clues (<i>contrast, cause and effect</i>). MA.7-8 L 4.21 Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes. MA.7-8 L 4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, and etymologies of words using dictionaries and thesauruses. MA.7-8 R 15.5 Identify and analyze imagery and figurative language. MA.7-8 R 15.6 Identify and analyze how an author’s use of words creates tone and mood.</p> <p>MA.7-8 R 13.18 Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography</i>). MA.7-8 R 13.21 Recognize use of arguments for and against an issue. MA.7-8 R 13.22 Identify evidence used to support an argument.</p>
<p>Integration of Knowledge and Ideas CC.8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant information is introduced.</p> <p>CC.8.RI.9 Analyze a case in which two or more texts present conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>MA.7-8 R 13.19 Identify and use knowledge of common graphic features (<i>charts, maps, diagrams</i>). MA.7-8 M 26.4 Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism , and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects. MA.7-8 M 27.5 Use criteria to assess the effectiveness of media presentations. MA.7-8 R 13.21 Recognize arguments for and against an issue. MA.7-8 R 13.22 Identify evidence used to support an argument.</p> <p><b>No equivalent standard at this grade level or below.</b></p>
<p>Range of Reading and Level of Text Complexity CC.8.RI.10 By the end of the year, read and comprehend literary nonfiction, in the grades 6-8 text complexity band independently and proficiently.</p>	<p>See MA Appendices A and B, Author Lists.</p>

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<b>Grades 6-8: Reading in History/Social Studies</b>
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>
<p>Note: These standards are based on the Reading Informational Text standards above.</p> <p>There are no equivalent standards in the 2003 <i>Massachusetts History/Social Science Curriculum Framework</i>.</p>
<p>Key Ideas and Details</p> <p>CC.6-8.RH.1 Cite specific evidence to support analysis of primary and secondary sources.</p> <p>CC.6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.</p> <p>CC.6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</p>
<p>Craft and Structure</p> <p>CC.6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains relates to history/social studies.</p> <p>CC.6-8.RH.5 Determine how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CC.6-8.RH.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<p>Integration of Knowledge and Ideas</p> <p>CC.6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CC.6-8.RH.9 Analyze the relationship between a primary and a secondary source on the same topic.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CC.6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>

<b>Grades 6-8: Reading in Science and Technical subjects</b>
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>
<p>Note: These standards are based on the Reading Informational Text standards above.</p> <p>There are no equivalent standards in the 2004 <i>Massachusetts Science and Technology/Engineering Curriculum Framework</i>.</p>
<p>Key Ideas and Details</p> <p>CC.6-8.RST.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>CC.6-8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the source distinct from prior knowledge or opinion.</p> <p>CC.6-8.RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
<p>Craft and Structure</p> <p>CC.6-8.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p>CC.6-8.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>CC.6-8.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>
<p>Integration of Knowledge and Ideas</p> <p>CC.6-8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart,</p>

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diagram, model, graph, or table). CC.6-8.RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. CC.6-8.RST.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity CC.6-8.RST.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

<b>Grade 8: Writing</b>	
<b>Writing (W)</b>	<b>Composition</b>
Text Types and Purposes CC.8.W.1 Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	MA.7-8 C.19.22 For informational/expository writing: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.  MA.7-8 C.20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.
Text Types and Purposes CC.8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic</li> </ol>	MA.7-8 C.19.23 For informational/expository writing: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. MA.7-8 C.23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion. MA.7-8 C.23.11 Organize ideas for writing comparison-and-contrast essays.

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<p>e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>Text Types and Purposes CC.8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects the narrated experiences or events.</p> <p>MA.8.W.3a Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the concepts of irony or parody.*</p>	<p>MA.7-8 C.19.19 For imaginative/literary writing: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. MA.7-8 C.23.9 Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks). MA.7-8 C.19.19 For imaginative/literary writing: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. MA.7-8 R 10.4 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.</p> <p>MA.7-8 C.19.20 For imaginative/literary writing: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).</p>
<p>Production and Distribution of Writing CC.8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>MA.7-8 C.20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader. MA.7-8 C.23.9 Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks). MA.7-8 C.23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion. MA.7-8 C.23.11 Organize ideas for writing comparison-and-contrast essays.</p>
<p>Production and Distribution of Writing CC.8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>	<p>MA.7-8 C.20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p>

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<p>new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>	<p>MA.7-8 C.21.6 Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing. MA.7-8 C.21.7 Improve word choice by using a variety of references. MA.7-8 C.22.8 Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing. MA.7-8 C.25.4 As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>
<p>Production and Distribution of Writing CC.8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p>
<p>Research to Build and Present Knowledge CC.8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>MA.7-8 C.19.21 For informational/expository writing: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography. MA.7-8 C.24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> <li>• differentiate between primary and secondary source materials;</li> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> <li>• use standard bibliographic format to document sources.</li> </ul>
<p>Research to Build and Present Knowledge CC.8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>MA.7-8 C.19.21 For informational/expository writing: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography. MA.7-8 C.24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> <li>• differentiate between primary and secondary source materials;</li> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> </ul>

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<p>Research to Build and Present Knowledge                  CC.8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns, of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<ul style="list-style-type: none"> <li>• use standard bibliographic format to document sources.</li> </ul> <p>MA.7-8 C.19.22 For informational/expository writing: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p> <p>MA.7-8 C.24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> <li>• differentiate between primary and secondary source materials;</li> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> <li>• use standard bibliographic format to document sources.</li> </ul>
<p>Range of Writing                  CC.8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>No equivalent standard at this grade level or below.</p>

**Grades 6-8: Writing in History/Social Studies, Science, and Technical subjects**

**Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards**

Note: These standards are based on the Writing standards above.

There are no equivalent standards in the 2003 *Massachusetts History/Social Science Curriculum Framework* or the 2004 *Massachusetts Science and Technology/Engineering Curriculum Framework*.

<p>Text Types and Purposes                  CC.6-8.WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement of section that follows from and supports the argument presented.</p> <p>CC.6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, and technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving the purpose; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p>
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<ul style="list-style-type: none"> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p>CC.6-8.WHST.3 Note: Students should be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.</p>
<p>Production and Distribution of Writing</p> <p>CC.6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.6-8.WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.6-8.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>Research to Build and Present Knowledge</p> <p>CC.6-8.WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional, related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.6-8.WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.6-8.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Range of Writing</p> <p>CC.6-8.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

<b>Grade 8: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language, Composition, Media</b>
<p>Comprehension and Collaboration</p> <p>CC.8.SL.1 Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Work with peers to set rules for collegial discussion, clear goals and deadlines, and individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views and understanding in light of the evidence</li> </ul>	<p>MA.7-8 L 2.4 Integrate relevant information gathered from group discussions and interviews for reports.</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p>MA.7-8 L 1.4 Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p><b>No equivalent standard at this grade level or below.</b></p>

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<p>presented.</p> <p>CC.8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>No equivalent standard at this grade level or below.</b></p> <p>MA.7-8 R 13.21 Recognize arguments for and against an issue.  MA.7-8 R 13.22 Identify evidence in a text that supports an argument.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation..</p> <p>CC.8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>CC.8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English where indicated or appropriate. (See grade 8Language standards 1 and 3 for specific expectations.)</p>	<p>MA.7-8 L 3.10 Present an organized interpretation of a literary work, film, or dramatic production.  MA.7-8 L 3.11 Use appropriate techniques for oral persuasion.  MA.7-8 L 3.12 Give oral presentations for different audiences for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect.  MA.7-8 M 27.4 Create media presentations and written reports on the same subject and compare the differences in effects of each medium.  MA.7-8 L 3.12 Give oral presentations for different audiences for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect.  MA.7-8 C 20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain a reader.</p>

Grade 8: Language	
Language (L)	Language and Composition
<p>Conventions of Standard English</p> <p>CC.8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive voice.</li> <li>Recognize and correct inappropriate shifts in voice and mood.</li> </ol>	<p><b>No equivalent standard at this grade level or below.</b></p> <p><b>No equivalent standard at this grade level or below.</b></p> <p><b>No equivalent standard at this grade level or below.</b></p> <p>MA.7-8 L.5.21 Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p>
<p>Conventions of Standard English</p> <p>CC.8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or a break.</li> </ol>	<p><b>No equivalent standard at this grade level or below.</b></p>

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<p>b. Use an ellipsis to indicate an omission. c. Spell correctly.</p>	<p><b>No equivalent standard at this grade level or below.</b> MA.7-8 C.22.8 Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p>
<p>CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>MA.7-8 R.15.6 Identify and analyze how an author’s use of words creates tone and mood. MA.7-8 C.20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader. MA.7-8 C.21.6 Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing. MA.7-8 C.21.7 Improve word choice by using a variety of references.</p>
<p>Vocabulary Acquisition and Use CC.8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>MA.7-8 L.4.20 Determine the meaning of unfamiliar words using context clues (contrast, cause and effect). MA.7-8 L.4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes. MA.7-8 L.4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses. MA.7-8 C.21.7 Improve word choice by using a variety of references.</p>
<p>Vocabulary Acquisition and Use CC.8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words.</p>	<p><b>No equivalent standard at this grade level; see</b> MA.3-4L.4.12 Identify playful uses of language (<i>puns, jokes, palindromes</i>). MA.7-8 L.4.20 Determine the meaning of unfamiliar words using context clues (contrast, cause and effect). MA.7-8 L.5.22 Describe the origins and meanings of common words, as well as</p>

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<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p>of foreign words or phrases used frequently in written English.                  MA.7-8 R.15.5 Identify and analyze imagery and figurative language.                  MA.7-8 R.15.6 Identify and analyze how an author’s use of words creates tone and mood.                  No equivalent standard at this grade level; see MA.5-6 R.15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p>
<p>Vocabulary Acquisition and Use                  CC.8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>No equivalent standard at this grade level or below.</p>

<p align="center"><b>Grades 9-10 Reading Literature</b></p>	
<p align="center"><b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b></p>	<p align="center"><b>Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004</b></p>
<p align="center"><b>Reading: Literature (RL)</b></p>	<p align="center"><b>Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production</b></p>
<p>Key Ideas and Details                  CC.9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                  CC.9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                   CC.8.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>MA.9-10 R 8.30 Identify and interpret themes and give supporting evidence from a text.                  MA.9-10 R 8.30 Identify and interpret themes and give supporting evidence from a text.                  MA.9-10 R 11.5 Apply the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for identified themes.                  No parallel standard at this grade level, but see MA 7-8 R 12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p>
<p>Craft and Structure                  CC.9-10.RL.4 Determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>MA.9-10 R 8.29 Identify and analyze patterns of imagery and symbolism.                  MA.9-10 R 12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.                  MA.9-10 R 14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems:</p> <ul style="list-style-type: none"> <li>• sound (<i>alliteration, onomatopoeia, rhyme scheme, consonance, assonance</i>);</li> <li>• form (<i>ballad, sonnet, heroic couplet</i>);</li> </ul>

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<p>CC.9-10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CC.9-10.RL.6 Analyze the particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<ul style="list-style-type: none"> <li>• figurative language (<i>personification, metaphor, similes, hyperbole, symbolism</i>); and</li> <li>• dramatic structure.</li> </ul> <p>MA.9-10 R 15.8 Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/ expository work.</p> <p>MA.9-10 R 17.7 Identify and analyze how dramatic conventions support, interpret, and enhance the dramatic text.</p> <p>MA.9-10 R 16.11 Analyze the characters, structure, and themes of classical Greek drama and epic poetry.</p>
<p>Integration of Knowledge and Ideas</p> <p>CC.9-10.RL.7 Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>CC.9-10.RL.8. Not applicable to literature.</p> <p>MA.9-10.RL.8a Relate a work of fiction, poetry, or drama to the seminal ideas of its time.*</p> <p>CC.9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>No equivalent standard at this grade level or below</p> <p>No equivalent standard at this grade level or below</p> <p>MA.9-10 R 9.6 Relate a literary work to primary source documents of its literary period or historical setting.</p> <p>MA.9-10 R 16.12 Analyze the influence of mythic, traditional, or classical literature on later literature and film.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CC.9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band independently and proficiently.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<p><b>Grades 9-10: Reading Informational Text</b></p>	
<p><b>Reading Informational Text (RI)</b></p>	<p><b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b></p>
<p>Key Ideas and Details</p> <p>CC.9-10.RI.1 Cite strong and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.RI.2 Determine a central idea in a text and analyze their development over the course of the text, including how it emerges and is shaped by specific details;</p>	<p>MA.9-10 C 24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.</p> <p>MA.9-10 R 8.31 Analyze the logic and use of evidence in an author’s argument.</p>

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<p>provide an objective summary of the text.                  CC.9-10.RI.3 Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>MA.9-10 R 13.24 Analyze the logic and use of evidence in an author’s argument.                  MA.9-10 R 13.25 Analyze and explain the structure and elements of nonfiction works.                  MA.9-10 R 8.31 Analyze the logic and use of evidence in an author’s argument.                  MA.9-10 R 13.24 Analyze the logic and use of evidence in an author’s argument.                  MA.9-10 M 26.5 Analyze visual or oral techniques used in a media message for a particular audience and evaluate their effectiveness.</p>
<p>Craft and Structure                  CC.9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).                   CC.9-10.RI.5 Analyze in detail how an author’s ideas or claims are developed or refined by particular sentences, paragraphs, or larger sections of the text (e.g., a section or chapter).                   CC.9-10.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.</p>	<p>MA.9-10 L 4.23 Identify and correctly use idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.                  MA.9-10 L 4.24 Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words.                  MA.9-10 L 4.25 Use general dictionaries, specialized dictionaries, thesauruses, or related reference as needed to increase learning.                  MA.9-10 R 15.7 Evaluate how an author’s choice of words advances the theme or purpose of the work.                  MA.9-10 R 10.5 Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.                  MA.9-10 R 15.8 Identify and describe the importance of sentence variety in the overall effectiveness of an imaginative/literary or informational/expository work.                  MA.9-10 R 13.23 Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p>
<p>Integration of Knowledge and Ideas                  CC.9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story both in print and multimedia) determining which details are emphasized in each account.                   CC.9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.                  CC.9-10.RI.9 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 <i>Letter from Birmingham Jail</i>, including how they address related themes and concepts.</p>	<p>MA.9-10 M 26.5 Analyze visual or oral techniques used in a media message for a particular audience and evaluate their effectiveness.                  MA.9-10 M 27.7 Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films or other forms of electronic communication.                  MA.9-10 R 13.24 Analyze the logic and use of evidence in an author’s argument.                   See MA Appendices A and B, Author Lists.</p>
<p>Range of Reading and Level of Text Complexity                  CC.9-10.RI.10 By the end of grade 9, read and comprehend literary nonfiction in the</p>	<p>See MA Appendices A and B, Author Lists.</p>

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grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.	
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<b>Grades 9-10: Reading in History/Social Studies</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	
<p>Note: These standards are based on the Reading Informational Text standards above.</p> <p>There are no equivalent standards in the 2003 <i>Massachusetts History/Social Science Curriculum Framework</i>.</p>	
Key Ideas and Details	<p>CC.9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC. 9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CC. 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
Craft and Structure	<p>CC. 9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CC. 9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CC. 9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
Integration of Knowledge and Ideas	<p>CC. 9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CC. 9-10.RH.8 Asses the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>CC.9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
Range of Reading and Level of Text Complexity	<p>CC. 9-10.RH.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>

<b>Grades 9-10: Reading in Science and Technical Subjects</b>	
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>	
<p>Note: These standards are based on the Reading Informational Text standards above.</p> <p>There are no equivalent standards in the 2004 <i>Massachusetts Science and Technology/Engineering Curriculum Framework</i>.</p>	
Key Ideas and Details	<p>CC. 9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to precise details of explanations or descriptions.</p> <p>CC. 9-10.RST.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>CC. 9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>

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<p>Craft and Structure</p> <p>CC. 9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>CC. 9-10.RST.5 Analyze the structure of the relationships among concepts in a text, including the relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p> <p>CC. 9-10.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>
<p>Integration of Knowledge and Ideas</p> <p>CC. 9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>CC. 9-10.RST.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>CC. 9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>CC. 9-10.RST.10 By the end of grade 10 read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>

<b>Grades 9-10: Writing</b>	
<b>Writing (W)</b>	<b>Composition</b>
<p>Text Types and Purposes</p> <p>CC.9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p>MA.9-10 C.19.26 For informational/expository writing: Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.</p> <p>MA.9-10 C.19.27 For informational/expository writing: Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.</p> <p>MA.9-10 C.23.13 Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.</p>
<p>Text Types and Purposes</p> <p>CC.9-10.W.2 Write informative/explanatory texts to examine and convey complex</p>	

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<p>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>	<p>MA.9-10 C.19.26 For informational/expository writing: Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.</p> <p>MA.9-10 C.19.27 For informational/expository writing: Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.</p> <p>MA.9-10 C.23.13 Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.</p>
<p>Text Types and Purposes          CC.9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting up a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> <p>MA.9-10.W.3a. Demonstrate understanding of the concept of point of view by</p>	<p>MA.9-10 C.19.24 For imaginative/literary writing: Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.</p> <p>MA.9-10 C.23.12 Integrate all elements of fiction to emphasize the theme and tone of the story.</p> <p>MA.9-10 C.19.24 For imaginative/literary writing: Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.</p> <p>MA.9-10 R.12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.</p> <p>MA.9-10 R.12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.</p> <p>MA.9-10 C.19.25 For imaginative/literary writing: Write poems using a range of</p>

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writing short narratives, poems, essays, speeches or reflections from one’s own or a particular character’s point of view (e.g., the hero, anti-hero, or a minor character).	poetic techniques, forms (sonnet, ballad), and figurative language. MA.9-10 R.14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: <ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance);</li> <li>• form (ballad, sonnet, heroic couplets);</li> <li>• figurative language (personification, metaphor, simile, hyperbole, symbolism); and dramatic structure.</li> </ul> (Reading standards applied to writing)
Production and Distribution of Writing CC.9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	MA.9-10 C.20.5 Use different levels of formality, style, and tone when composing for different audiences.
Production and Distribution of Writing CC.9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10.)	MA.9-10 C.21.8 Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics. MA.9-10 C.25.5 Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them.
Production and Distribution of Writing CC.9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	No equivalent standard at this grade level or below.
Research to Build and Present Knowledge CC.9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	MA.9-10 C.19.27 For informational/expository writing: Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure. MA.9-10 C.24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.
Research to Build and Present Knowledge CC.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	MA.9-10 C.24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.
Research to Build and Present Knowledge CC.9-10.W.9 Draw evidence from literary or informational texts to support analysis,	

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<p>reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ol>	<p>MA.9-10 C.19.26 For informational/expository writing: Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.</p>
<p>Range of Writing CC.9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>No equivalent standard at this grade level or below.</p>

**Grades 9-10: Writing in History/Social Studies, Science, and Technical subjects**

**Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards**

Note: These standards are based on the Writing standards above.

There are no equivalent standards in the 2003 *Massachusetts History/Social Science Curriculum Framework* or the 2004 *Massachusetts Science and Technology/Engineering Curriculum Framework*.

<p>Text Types and Purposes CC.9-10.WHST.1 Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s), and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>CC. 9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, and technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of the likely readers.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating the implications or the</li> </ol>
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significance of the topic). CC. 9-10.WHST.3 Note: Students should be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.
Production and Distribution of Writing CC. 9-10. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC. 9-10.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC. 9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge CC. 9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC. 9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC. 9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing CC. 9-10.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<b>Grades 9-10: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language, Composition, Media</b>
Comprehension and Collaboration CC.9-10.SL.1 Initiate and participate effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussion and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of</li> </ol>	<p><b>No equivalent standard at this grade level.</b> See grades 7-8 and below.</p> <p><b>No equivalent standard at this grade level or below.</b></p> <p>MA.9-10 L 1.5 Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve the productivity of group discussions.</p> <p><b>No equivalent standard at this grade level or below.</b></p>

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<p>agreement or disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.9-10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>MA.9-10 L 2.5 Summarize in a coherent and organized way information and ideas learned from a focused discussion.</p> <p>MA.9-10 M 26.5 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p> <p>MA.9-10 R 13.24 Analyze the logic and use of evidence in an author’s argument.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.</p> <p>CC.9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English where indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<p>MA.9-10 L 3.14 Give formal and informal talks to various audiences and for various purposes using an appropriate level of formality and rhetorical devices.</p> <p>MA.9-10 M 27.6 Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.</p> <p>MA.9-10 C 20.5 Use different levels of formality, style, and tone when composing for different audiences.</p>

Grades 9-10: Language	
Language (L)	Language and Composition
<p>Conventions of Standard English</p> <p>CC.9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and ass variety and interest to writing or presentations.</p>	<p>MA.9-10 C.22.9 Use knowledge of types of clauses (main and subordinate), verbals (gerunds, infinitives, participles), mechanics (semicolons, colons, hyphens), usage (tense consistency), sentence structure (parallel structure), and standard English spelling when writing and editing.</p> <p>MA.9-10 L.5.27 Identify rhetorically functional sentence structure (parallelism, properly placed modifiers)</p> <p>MA.9-10 L.5.24 Identify nominalized, adjectival, and adverbial clauses.</p> <p>MA.9-10 R.15.8 Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.</p>
<p>Conventions of Standard English</p>	

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<p>CC.9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or a quotation.</li> <li>Spell correctly.</li> </ol>	<p>MA.9-10 L.5.28 Identify correct mechanics (semicolons, colons, hyphens), correct usage (tense consistency), and correct sentence structure (parallel structure).  MA.9-10 C.21.8 Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.  MA.9-10 C.22.9 Use knowledge of types of clauses (main and subordinate), verbals (gerunds, infinitives, participles), mechanics (semicolons, colons, hyphens), usage (tense consistency), sentence structure (parallel structure), and standard English spelling when writing and editing.</p>
<p>Knowledge of Language  CC.9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>	<p>MA.9-10 C.21.8 Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.</p>
<p>Vocabulary Acquisition and Use  CC.9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>	<p>MA.9-10 L.4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.  MA.9-10 L.4.24 Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words.  MA.9-10 L.4.25 Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.  MA.9-10 L.5.29 Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments (glasnost, coup d’état)  MA.9-10 L.6.8 Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups.</p>
<p>CC.9-10.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> </ol>	<p>MA.9-10 L.4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different</p>

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<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>meanings or functions. MA.9-10 R.15.7 Evaluate how an author’s choice of words advances the theme or purpose of a work.</p>
<p>CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>MA.9-10 L.6.8 Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups. MA.9-10 R.15.7 Evaluate how an author’s choice of words advances the theme or purpose of a work.</p>

Grade 11-12: Reading Literature	
Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards	Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004
Reading: Literature (RL)	Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production
<p>Key Ideas and Details CC.11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CC.11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CC.11-12.RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>MA.11-12 R 11.7 Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme.  MA.11-12 R 11.6 Apply knowledge of the concept that a text can contain more than one theme.  MA.11-12 R 12.6 Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes. MA.11-12 R 14.6 Analyze and evaluate the appropriateness of diction and imagery (<i>controlling images, figurative language, understatement, overstatement, irony, paradox</i>).</p>
<p>Craft and Structure CC.11-12.RL.4 Determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare and other authors.)  CC.11-12.RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice at what point to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to the overall structure and meaning as well as its aesthetic impact.</p>	<p>MA.11-12 R 8.33 Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood. MA.11-12 R 14.6 Analyze and evaluate the appropriateness of diction and imagery (<i>controlling images, figurative language, understatement, overstatement, irony, paradox</i>).  MA.11-12 R 10.6 Identify and analyze characteristics of genres (<i>satire, parody, allegory, pastoral</i>) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial. MA.11-12 R 17.9 Identify and analyze dramatic conventions (<i>monologue,</i></p>

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<p>CC.11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p><i>soliloquy, chorus, aside, dramatic irony</i>). MA.11-12 R 8.32 Identify and analyze the point(s) of view in a literary work.</p>
<p>Integration of Knowledge and Ideas CC.11-12.RL.7 Analyze multiple representations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.11-12.RL.8 Not applicable to literature. MA.11-12.RL.8a Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, or feminist).* CC.11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>MA.11-12 R 15.10 Analyze and compare style and language across significant cross-cultural literary works. MA.11-12 R 17.8 Identify and analyze types of dramatic literature.</p> <p><b>No equivalent standard at this grade level or below</b></p> <p>MA.11-12 R 9.7 Relate a literary work to seminal ideas of its time. MA.11-12 R 11.7 Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme.</p>
<p>Range of Reading and Level of Text Complexity CC.11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.</p>	<p>See MA Appendices A and B, Author Lists.</p>
<b>Grades 11-12: Reading Informational Text</b>	
<b>Reading Informational Text (RI)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language; Language: Vocabulary and Concept Development; Composition: Research, Media Analysis and Production</b>
<p>Key Ideas and Details CC.11-12.RI.1 Cite strong and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CC.11-12.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text, including they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CC.11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain</p>	<p>MA.11-12 C 24.5 Formulate original open-ended research questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources. MA.11-12 R 8.34 Analyze and evaluate the logic and use of evidence in an author's argument. MA.11-12 R 13.26 Analyze and evaluate the logic and use of evidence in an author's argument. MA.11-12 R 13.27 Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes. MA.11-12 R 13.27 Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.</p> <p><b>No equivalent standard at this grade level or below</b></p>

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<p>how specific individuals, ideas, or events interact and develop over the course of a text.</p>	
<p>Craft and Structure                  CC.11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>.)</p> <p>CC.11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of a text.</p>	<p>MA.11-12 L 4.26 Identify and correctly use new words acquired through study of their different relationships to other words.                  MA.11-12 L 4.27 Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related reference as needed.                  MA.11-12 R 15.9 Identify, analyze, and evaluate an author’s use of rhetorical devices in persuasive argument.                  MA.11-12 R 15.10 Analyze and compare style and language across significant cross-cultural literary works.                  MA.11-12 R 10.6 Identify and analyze characteristics of genres (<i>satire, parody, allegory, pastoral</i>) that overlap or cut across the line of genre classifications such as poetry, prose, drama, short story, essay, and editorial.                  MA.11-12 R 13.27 Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.                  MA.11-12 R 13.27 Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.                  MA.11-12 R 15.9 Identify, analyze, and evaluate an author’s use of rhetorical devices in persuasive argument.</p>
<p>Integration of Knowledge and Ideas                  CC.11-12.RI.7 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.                  CC.11-12.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify and evaluate unstated premises and assumptions.                  CC.11-12.RI.9 Analyze foundational U. S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, and the Bill of Rights) for their themes, purposes, and rhetorical features.</p>	<p>MA.11-12 M 26.6 Identify the aesthetic effects of a media presentation and identify and evaluate to e techniques used to create them.</p> <p>MA.11-12 R 8.34 Analyze and evaluate the logic and use of evidence in an author’s argument.                  MA.11-12 R 13.26 Analyze and evaluate the logic and use of evidence in an author’s argument.                  See MA Appendices A and B, Author Lists.</p>
<p>Range of Reading and Level of Text Complexity                  CC.11-12.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction in the grades 11-12 text complexity band independently and proficiently.</p>	<p>See MA Appendices A and B, Author Lists.</p>

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<b>Grades 11-12: Reading in History/Social Studies</b>
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>
<p>Note: These standards are based on the Reading Informational Text standards above.                      There are no equivalent standards in the 2003 <i>Massachusetts History/Social Science Curriculum Framework</i>.</p>
<p>Key Ideas and Details                      CC.11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.                      CC. 11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.                      CC. 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
<p>Craft and Structure                      CC. 11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No.10).                      CC. 11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.                      CC. 11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
<p>Integration of Knowledge and Ideas                      CC. 11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.                      CC. 11-12.RH.8 Evaluate and author's premises, claims, and evidence by corroborating or challenging them with other information.                      CC. 11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p>Range of Reading and Level of Text Complexity                      CC. 11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.</p>

<b>Grades 11-12: Reading in Science and Technical Subjects</b>
<b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b>
<p>Note: These standards are based on the Reading Informational Text standards above.                      There are no equivalent standards in the 2004 <i>Massachusetts Science and Technology/Engineering Curriculum Framework</i>.</p>
<p>Key Ideas and Details                      CC. 11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.                      CC. 11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.                      CC. 11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the</p>

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specific results based on explanations in the text.
<p><b>Craft and Structure</b>                  CC. 11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.                  CC. 11-12.RST.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.                  CC. 11-12.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unsolved.</p>
<p><b>Integration of Knowledge and Ideas</b>                  CC. 11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.                  CC. 11-12.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.                  CC. 11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p><b>Range of Reading and Level of Text Complexity</b>                  CC. 11-12.RST.10 By the end of grade 12 read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>

<b>Grade 11-12: Writing</b>	
Writing (W)	Composition
<p>CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p>MA.11-12 C.19.30 For informational/expository writing: Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.</p> <p>MA.11-12 C.20.6 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.</p>

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<p>Text Types and Purposes                  CC.9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing..</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>	<p>MA.11-12 C.19.30 For informational/expository writing: Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.</p> <p>MA.11-12 C.23.14 Organize ideas for emphasis in a way that suits the purpose of the writer.</p> <p>MA.11-12 C.23.15 Craft sentences in a way that supports the underlying logic of the ideas.</p>
<p>Text Types and Purposes                  CC.11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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., sense of mystery, suspense, growth, or resolution).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p>MA.11-12 C.19.28 For imaginative/literary writing: Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques.</p> <p>MA.11-12 C.23.14 Organize ideas for emphasis in a way that suits the purpose of the writer.</p>

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<p>MA.11-12.RL.3a Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change ).</p>	<p>MA.11-12 C.19.28 For imaginative/literary writing: Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques.                  MA.11-12 C.19.29 For imaginative/literary writing: Write poems using a range of forms and techniques.                  MA.11-12 R 11.7 Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme.                  (Reading standard applied to writing)</p>
<p>Production and Distribution of Writing                  CC.11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>MA.11-12 C.20.6 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.                  MA.11-12 C.23.14 Organize ideas for emphasis in a way that suits the purpose of the writer.</p>
<p>Production and Distribution of Writing                  CC.11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p>	<p>MA.11-12 C.21.9 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.                  MA.11-12 C.22.10 Use all conventions of standard English when writing and editing.                  MA.11-12 C.25.6 Individually develop and use criteria for assessing work across the curriculum, explaining why the criteria are appropriate before applying them.</p>
<p>Production and Distribution of Writing                  CC.11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p style="background-color: #e0ffff; padding: 5px;">No equivalent standard at this grade level or below.</p>
<p>Research to Build and Present Knowledge                  CC.11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>MA.11-12 C.24.6 Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.</p>
<p>Research to Build and Present Knowledge                  CC.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>MA.11-12 C.24.6 Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.</p>

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<p>Research to Build and Present Knowledge                  CC.11-12.W.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes and topics”).</li> <li>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U. S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., the Federalist, presidential addresses]”).</li> </ol>	<p>MA.11-12 C.19.30 For informational/expository writing: Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.</p>
<p>Range of Writing                  CC.11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p style="background-color: #e0ffff;">No equivalent standard at this grade level or below.</p>

<p><b>Grades 11-12: Writing in History/Social Studies, Science, and Technical subjects</b></p>	
<p><b>Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards</b></p>	
<p style="background-color: #e0ffff;">Note: These standards are based on the Writing standards above.                  There are no equivalent standards in the 2003 <i>Massachusetts History/Social Science Curriculum Framework</i> or the 2004 <i>Massachusetts Science and Technology/Engineering Curriculum Framework</i>.</p>	
<p>Text Types and Purposes                  CC.11-12.WHST.1 Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s), and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>CC. 11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, and technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information</li> </ol>	

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<p>and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of the likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating the implications or the significance of the topic).</p> <p>CC. 11-12.WHST.3 Note: Students should be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.</p>
<p>Production and Distribution of Writing</p> <p>CC. 11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC. 11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC. 11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p>Research to Build and Present Knowledge</p> <p>CC. 11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC. 11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC. 11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Range of Writing</p> <p>CC. 11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Grades 11-12 Speaking and Listening	
Speaking and Listening (SL)	Language, Composition, Media
<p>Comprehension and Collaboration</p> <p>CC.11-12.SL.1. Initiate and participate effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussion and decision-making, set clear goals and deadlines, and establish individual roles as</p>	<p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level. See grades 9-10 and below.</p>

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<p>needed.</p> <p>c. Propel conversations by posing and responding to questions probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions, and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>CC.11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.11-12.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><b>No equivalent standard at this grade level or below.</b></p> <p>MA.11-12 L 2.6 Analyze differences in responses to focused group discussion in an organized and systematic way.</p> <p>MA.11-12 M 27.7 Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.</p> <p>MA.11-12 L 1.6 Drawing on one of the widely-used professional evaluation form as for group discussion, evaluate how well participants engage in a discussion at a local meeting.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.11-12.SL.4 Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal or informal tasks.</p> <p>CC.11-12.SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English where indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)</p>	<p>MA.11-12 L 3.17 Deliver formal presentation for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.</p> <p>MA.11-12 M 27.8 Create coherent media presentations that synthesize information from several sources.</p> <p>MA.11-12 C 20.6 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience and form when completing expressive, persuasive, or literary writing assignments.</p>
<b>Grades 11-12 Language</b>	
<b>Language (L)</b>	<b>Language and Composition</b>
<p>Conventions of Standard English</p> <p>CC.11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>MA.11-12 L.5.31 Describe historical changes in conventions for usage and grammar.</p> <p>MA.11-12 L.5.32 Explain and evaluate the influence of the English language on world literature and world cultures.</p> <p>MA.11-12 L.5.33 Analyze and explain how the English language has developed and been influenced by other languages.</p>

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<p>b. Resolve issues of complex or contested usage, contesting references (e.g., <i>Miriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>	<p>MA.11-12 L.6.10 Analyze the role and place of standard American English in speech, writing, and literature.  MA.11-12 R.15.10 Analyze and compare style and language across significant cross-cultural literary works.  MA.11-12 L.4.27 Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.</p>
<p>Conventions of Standard English  CC.11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.  b. Spell correctly.</p>	<p>MA.11-12 L.5.30 Identify, describe, and apply all conventions of standard English.  MA.11-12 C.22.10 Use all conventions of standard English when writing and editing.</p>
<p>Knowledge of Language  CC11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>MA.11-12 R.15.10 Analyze and compare style and language across significant cross-cultural literary works.  MA.11-12 C.20.6 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.</p>
<p>Vocabulary Acquisition and Use  CC.11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meaning or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>MA.11-12 L.4.26 Identify and use correctly new words acquired through study of their different relationships to other words.  MA.11-12 L.4.27 Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.</p>
<p>Vocabulary Acquisition and Use  CC.11-12.L.5 Demonstrate understanding of figurative language, word</p>	

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<p>relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances of meaning of words with similar denotations.</p>	<p>MA.11-12 R.15.9 Identify, analyze, and evaluate an author’s use of rhetorical devices in persuasive argument.</p>
<p>Vocabulary Acquisition and Use</p> <p>CC.11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>No equivalent standard at this grade level.</p>