



Alignment between
**New York Next Generation
ELA Standards**
and the
IPT Family of Tests

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Alignment between New York Next Generation ELA Standards and the IPT Family of Tests

INTRODUCTION

This document presents a judgment-based alignment between the New York State Next Generation ELA Standards and the IPT Family of Tests. While the scope of the standards is English Language Arts, the IPT Family of Tests evaluates English Language Development. The skills defined in the NYS Next Generation ELA Standards therefore tend to describe the highest performance level of the IPT Tests. Some of the most extended skill definitions of the standards are outside the scope of the IPT, which is optimized for evaluating English language proficiency.

The IPT Family of Tests consists of Oral, Reading, and Writing tests.

The oral tests are guided by an examiner and administered individually. The examiner can use a paper-based or online booklet to guide test administration, and the tests can be administered in person or remotely.

The Reading tests consist of selected response items that can be administered on paper or online, in-person or remotely.

The Writing tests are composed of both selected response and productive writing response items, which can be administered on paper or remotely. The exception to this is the Early Literacy Test, which is only offered on paper due to the nature of the early literacy skills being evaluated, and which is therefore more challenging to administer remotely.

The Pre-IPT Oral Test and the IPT Early Childhood Test are a structured oral interviews that are conducted between an examiner and a child using a story board and story pieces. The tests evaluate oral proficiency in English. The examiner script for the Pre-IPT is paper-based or online, while the IPT Early Childhood Test is online only for the examiner. The tests are intended for PK students.

The IPT I and IPT II Oral Tests are individually administered, structured oral interviews where the examiner asks the student questions or gives prompts. Some items are based on pictures while others are based on interaction between the examiner and the student. The items are grouped into levels of increasing difficulty with stopping rules between the levels. The examiner can use a paper-based or online booklet to rate student responses. The IPT I covers grades K-6 while the IPT II covers grades 6-12.

The IPT Early Literacy Test consists of a Reading test and a Writing test that evaluate early literacy skills. Because of the nature of the skills assessed in the test, which include forming legible letters and handwriting, the test is offered only on paper, not online. The test covers grades K-1, with a wider range of literacy skills tested in grade 1 than in grade K.

The IPT 1, 2, and 3 Reading Tests are selected-response tests that evaluate vocabulary, grammar, and comprehension of literary and informational text. Text length ranges from single words to multi-paragraph texts, and complexity ranges from very simple to grade-appropriate. IPT 1 is for Grades 2-3, IPT 2 for grades 4-6, and IPT 3 for grades 7-12. The tests are available on paper or online.

The IPT 1, 2, and 3 Writing Tests consist of one selected-response part that evaluates writing conventions, and three productive writing tasks that evaluate narrative, expository, and persuasive writing depending on grade span. The grade spans are the same as the corresponding Reading tests, and the tests are available on paper or online, including a blend of online and paper if examiners select to print writing booklets for handwriting rather than asking students to type their responses online.



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Alignment between the NYS Next Generation ELA Standards and the IPT Family of Tests

PK-2 NEXT GENERATION ELA STANDARDS

The IPT Family of Tests includes Oral, Reading, and Writing tests. For Grades PK-2, these include:

PK: Pre-IPT Oral Test and the IPT Early Childhood Test

K-1: IPT Early Literacy Reading and Writing tests, IPT I Oral Test

2: IPT 1 Reading and Writing Test, IPT I Oral Test

PK-2 Reading Standards (Literary and Informational Text)

Key Ideas and Details

PK Reading		K Reading		1 st Grade Reading		2nd Grade Reading	
PKR1: Participate in discussions about a text.	No	KR1: Develop and answer questions about a text.	Partial, IPT Early Literacy: Answer questions	1R1: Develop and answer questions about key ideas and details in a text.	Partial, IPT Early Literacy: Answer questions	2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.	Partial, IPT 1 Reading: Answer questions
PKR2: Retell stories or share information from a text.	No	KR2: Retell stories or share key details from a text.	Yes - IPT Early Literacy	1R2: Identify a main topic or central idea in a text and retell important details.	Yes - IPT Early Literacy	2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.	Yes - IPT 1 Reading
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text.	No	KR3: Identify characters, settings, major events in a story, or pieces of information in a text.	Yes - IPT Early Literacy	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.	Yes - IPT Early Literacy	2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.	Partial, IPT 1 Reading: Answer questions

Craft and Structure

PK Reading		K Reading		1 st Grade Reading		2nd Grade Reading	
PKR4: Exhibit an interest in learning new vocabulary.	No	KR4: Identify specific words that express feelings and senses.	Yes - IPT I Oral	1R4: Identify specific words that express feelings and senses.	Yes - IPT I Oral	2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.	Partial, IPT 1 Reading: Answer questions
PKR5: Interact with a variety of genres.	No	KR5: Identify literary and informational texts.	No	1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.	No	2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.	Partial, IPT 1 Reading: Answer questions
PKR6: Describe the role of an author and illustrator.	No	KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.	Partial, IPT Early Literacy: Identify the author and illustrator	1R6: Describe how illustrations and details support the point of view or purpose of the text.	No	2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.	Partial, IPT 1 Reading: Answer questions

Integration of Knowledge and Ideas

PK Reading		K Reading		1 st Grade Reading		2nd Grade Reading	
PKR7: Describe the relationship between illustrations and the text.	No	KR7: Describe the relationship between illustrations and the text.	No	1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	No	2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.	Yes - IPT 1 Reading
PKR8: Begins in Kindergarten	NA	KR8: Identify specific information to support ideas in a text.	Yes - IPT Early Literacy	1R8: Identify specific information an author or illustrator gives that supports ideas in a text.	Yes - IPT Early Literacy	2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.	Partial, IPT 1 Reading: Answer questions
PKR9: Make connections between self, text, and the world.	No	KR9: Make connections between self, text, and the world.	Yes - IPT I Oral	1R9: Make connections between self and text (texts and other people/world).	Yes - IPT I Oral	2R9: Make connections between self and text (texts and other people/world).	Yes - IPT I Oral

PK-2 Reading Standards (Foundational Skills)

Print Concepts

PK Reading		K Reading		1st Grade Reading		2nd Grade Reading	
PKRF1: Demonstrate understanding of the organization and basic features of print.	No	KRF1: Demonstrate understanding of the organization and basic features of print.	Yes - IPT Early Literacy	1RF1: Demonstrate understanding of the organization and basic features of print.	Yes - IPT Early Literacy	Print Concept Standards are addressed in Prekindergarten – Grade 1.	NA
PKRF1a: Recognize that words are read from left to right, top to bottom and page to page.	No	KRF1a: Follow words from left to right, top to bottom, and page by page.	Yes - IPT Early Literacy	1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Yes - IPT Early Literacy		
PKRF1b: Recognize that spoken words are represented in written language.	No	KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.	Yes - IPT Early Literacy				
PKRF1c: Understand that words are separated by spaces in print.	No	KRF1c: Understand that words are separated by spaces in print.	Yes - IPT Early Literacy				
PKRF1d: Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.	No	KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.	Yes - IPT Early Literacy				

PKRF1e: Recognize that letters are grouped to form words.	No	KRF1e: Identify the front cover, back cover, and title page of a book.	Yes - IPT Early Literacy				
PKRF1f: Differentiate letters from numerals.	No						
PKRF1g: Identify front cover and back cover.	No						

Reading Foundations: Phonological Awareness

PK Reading		K Reading		1st Grade Reading		2nd Grade Reading	
PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	No	KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Yes - IPT Early Literacy	1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Yes - IPT Early Literacy	Phonological Awareness Standards are addressed in Prekindergarten – Grade 1.	NA
PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).	No	KRF2a: Recognize and produce spoken rhyming words.	No	1RF2a: Count, blend and segment single syllable words that include consonant blends.	Partial, IPT Early Literacy: Recognize blends		

PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).	No	KRF2b: Blend and segment syllables in spoken words.	Partial, IPT Early Literacy: Recognize blends	1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.	No		
PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).	No	KRF2c: Blend and segment onsets and rimes of spoken words.	Partial, IPT Early Literacy: Recognize onsets	1RF2c: Manipulate individual sounds (phonemes) in single-syllable spoken words.	Partial, IPT Early Literacy: Recognize sounds		
		KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.	Partial, IPT Early Literacy: Recognize sounds				
		KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.	No				

Reading Foundations: Phonics and Word Recognition

PK Reading		K Reading		1st Grade Reading		2nd Grade Reading	
PKRF3: Demonstrate emergent phonics and word analysis skills.	No	KRF3: Know and apply phonics and word analysis skills in decoding words.	Yes - IPT Early Literacy	1RF3: Know and apply phonics and word analysis skills in decoding words.	Yes - IPT Early Literacy	2RF3: Know and apply phonics and word analysis skills in decoding words.	Yes - IPT 1 Reading
PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	No	KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.	Partial, IPT Early Literacy: Recognize sounds	1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).	Yes - IPT Early Literacy	2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).	No
		KRF3b: Decode short vowel sounds with common spellings.	Partial, IPT Early Literacy: Recognize sounds	1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).	Partial, IPT Early Literacy: Recognize sounds	2RF3b: Decode short and long vowel sounds in two-syllable words.	Yes - IPT 1 Reading
		KRF3c: Decode some regularly spelled one-syllable words.	Yes - IPT Early Literacy	1RF3c: Decode regularly spelled one-syllable words.	Yes - IPT Early Literacy	2RF3c: Decode regularly spelled two-syllable words.	Yes - IPT 1 Reading
		KRF3d: Read common high-frequency words by sight.	Yes - IPT Early Literacy	1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.	No	2RF3d: Recognize and identify root words and common suffixes and prefixes.	Yes - IPT 1 Reading

				1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.	Yes - IPT Early Literacy	2RF3e: Read all common high-frequency words by sight.	Yes - IPT 1 Reading
				1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).	Yes - IPT Early Literacy		
				1RF3g: Read most common high-frequency words by sight.	Yes - IPT Early Literacy		

Reading Foundations: Fluency

PK Reading		K Reading		1st Grade Reading		2nd Grade Reading	
PKRF4: Displays emergent reading behaviors with purpose and understanding.	No	KRF4: Will engage with emergent-reader texts and read-alouds to demonstrate comprehension.	No	1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.	No	2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	No
				1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.	No	2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	No
				1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No	2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No

PK-2 Writing Standards

Text Types and Purposes

PK Writing		K Writing		1st Grade Writing		2nd Grade Writing	
PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.	No - Learning standard	KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.	Partial - IPT Early Literacy: State an opinion	1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	Partial - IPT Early Literacy: State an opinion	2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. <i>2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. (See Standards for examples.)</i>	No
PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.	No	KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	No	1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	Yes - IPT Early Literacy	2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.	No

PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	No	KW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	No	1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.	No	2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.	Yes - IPT 1 Writing
PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	No	KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	No	1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).	Yes (theme) - IPT Early Literacy	2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).	No
W5: Begins in Grade 4	NA	W5: Begins in Grade 4	NA	W5: Begins in Grade 4	NA	W5: Begins in Grade 4	NA

Research to Build and Present Knowledge

PK Writing		K Writing		1st Grade Writing		2nd Grade Writing	
PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	No - Learning standard	KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	No - Learning standard	1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	No - Learning standard	2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	No - Learning standard
PKW7: Engage in a discussion using gathered information from experiences or provided resources.	No	KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).	No	1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.	Partial, IPT Early Literacy: respond to a pictured event	2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.	Yes - IPT 1 Writing

PK-2 Speaking & Listening Standards

Comprehension and Collaboration

PK Speaking & Listening		K Speaking & Listening		1st Grade Speaking & Listening		2nd Grade Speaking & Listening	
PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.	Yes (with an adult) - Pre-IPT Oral, IPT Early Childhood	KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.	Yes (with an adult) - IPT I Oral	1SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.	Yes (with an adult) - IPT I Oral	2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.	Yes (with an adult) - IPT I Oral
PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	Yes - Pre-IPT Oral, IPT Early Childhood	KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	Yes - IPT I Oral	1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.	Yes - IPT I Oral	2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.	Yes - IPT I Oral
PKSL1b: Participate in conversations through multiple exchanges.	Yes - Pre-IPT Oral, IPT Early Childhood	KSL1b: Participate in conversations through multiple exchanges.	Yes - IPT I Oral	1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Yes - IPT I Oral	2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.	Yes - IPT I Oral
PKSL1c: Consider individual differences when communicating with others.	Yes - Pre-IPT Oral, IPT Early Childhood	KSL1c: Consider individual differences when communicating with others.	Yes - IPT I Oral	1SLc: Ask questions to clear up any confusion about topics and texts under discussion.	Yes - IPT I Oral	2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.	Yes - IPT I Oral

				1SLd: Consider individual differences when communicating with others.	Yes - IPT I Oral	2SL1d: Consider individual differences when communicating with others.	Yes - IPT I Oral
PKSL2: Interact with diverse formats and texts.	Partial: Interact orally with an adult using an illustration; Pre-IPT Oral, IPT Early Childhood	KSL2: Participate in a conversation about features of diverse texts and formats.	No	1SL2: Develop and answer questions about key details in diverse texts and formats.	No	2SL2: Recount or describe key ideas or details of diverse texts and formats.	Partial, IPT I Oral: limited range based on test topics and questions
PKSL3: Identify the speaker.	Yes - Pre-IPT Oral, IPT Early Childhood	KSL3: Develop and answer questions to clarify what the speaker says.	Yes - IPT I Oral	1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.	Partial, IPT I Oral: develop and answer questions to clarify what the speaker says	2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).	Partial, IPT I Oral: develop and answer questions

Presentation of Knowledge and Ideas

PK Speaking & Listening		K Speaking & Listening		1st Grade Speaking & Listening		2nd Grade Speaking & Listening	
PKSL4: Describe familiar people, places, things, and events.	Yes - Pre-IPT Oral, IPT Early Childhood	KSL4: Describe familiar people, places, things, and events with detail.	Yes - IPT I Oral	1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.	Yes - IPT I Oral	2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Yes - IPT I Oral
PKSL5: Create a visual display.	Partial: Help arrange a visual display; Pre-IPT Oral, IPT Early Childhood	KSL5: Create and/or utilize existing visual displays to support descriptions.	Yes - IPT I Oral	1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.	Yes - IPT I Oral	2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.	No
PKSL6: Express thoughts, feelings, and ideas.	Yes - Pre-IPT Oral, IPT Early Childhood	KSL6: Express thoughts, feelings, and ideas.	Yes - IPT I Oral	1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.	Yes - IPT I Oral	2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.	Partial, IPT I Oral: one context

PK-2 Language Standards

Conventions of Academic English/Language for Learning

<p>Anchor Standard 1. (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.)</p>	<p>PK-2 (Students are expected to know and be able to use these skills by the end of 2nd grade.)</p>			
<p>CORE CONVENTIONS SKILLS</p>	<p>PK Language</p>	<p>K Language</p>	<p>1 Language</p>	<p>2 Language</p>
<p>•Print upper- and lowercase letters in their name → Print many letters → Print all upper- and lowercase letters.</p>	<p>No</p>	<p>Yes - IPT Early Literacy</p>	<p>Yes - IPT Early Literacy</p>	<p>Yes - expected in IPT 1 Writing</p>
<p>•Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.</p>	<p>Yes - Pre-IPT Oral, IPT Early Childhood</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral, IPT Early Literacy Writing</p>	<p>Yes - IPT I Oral, IPT 1 Writing</p>
<p>•Use common, proper, and possessive nouns.</p>	<p>Yes - Pre-IPT Oral, IPT Early Childhood</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral, IPT 1 Writing</p>
<p>•Use collective nouns (e.g., group).</p>	<p>Yes - Pre-IPT Oral, IPT Early Childhood</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral, IPT 1 Writing</p>
<p>•Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).</p>	<p>Yes - Pre-IPT Oral, IPT Early Childhood</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral, IPT 1 Writing</p>
<p>•Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).</p>	<p>Yes - Pre-IPT Oral, IPT Early Childhood</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral, IPT 1 Writing</p>
<p>•Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).</p>	<p>Yes - Pre-IPT Oral, IPT Early Childhood</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral</p>	<p>Yes - IPT I Oral, IPT 1 Writing</p>
<p>•Understand and use interrogatives (question words – e.g., who, what where, when, why, how).</p>	<p>Yes - Pre-IPT Oral, IPT Early Childhood</p>	<p>Yes - IPT I Oral, IPT Early Literacy</p>	<p>Yes - IPT I Oral, IPT Early Literacy</p>	<p>Yes - IPT I Oral, IPT 1 Writing</p>

•Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Yes - Pre-IPT Oral, IPT Early Childhood	Yes - IPT I Oral	Yes - IPT I Oral	Yes - IPT I Oral, IPT 1 Writing
•Produce and expand complete sentences in shared language activities.	Yes - Pre-IPT Oral, IPT Early Childhood	Yes - IPT I Oral	Yes - IPT I Oral	Yes - IPT I Oral, IPT 1 Writing
•Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).	Yes - Pre-IPT Oral, IPT Early Childhood	Yes - IPT I Oral	Yes - IPT I Oral	Yes - IPT I Oral, IPT 1 Writing
•Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Yes - Pre-IPT Oral, IPT Early Childhood	Yes - IPT I Oral	Yes - IPT I Oral	Yes - IPT I Oral, IPT 1 Writing
•Use frequently occurring adjectives. → Use adjectives and adverbs appropriately.	Yes - Pre-IPT Oral, IPT Early Childhood	Yes - IPT I Oral	Yes - IPT I Oral	Yes - IPT I Oral, IPT 1 Writing
•Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally).	Yes - Pre-IPT Oral, IPT Early Childhood	Yes - IPT I Oral	Yes - IPT I Oral	Yes - IPT I Oral, IPT 1 Writing
•Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).	Yes - Pre-IPT Oral, IPT Early Childhood	Yes - IPT I Oral, IPT Early Literacy (Gr 1)	Yes - IPT I Oral, IPT Early Literacy (Gr 1)	Yes - IPT I Oral, IPT 1 Writing
Anchor Standard 2. (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.)	PK-2 (Students are expected to know and be able to use these skills by the end of 2nd grade.)			

CORE PUNCTUATION and SPELLING SKILLS	PK Language	K Language	1 Language	2 Language
•Attempt to write symbols or letters to represent words.	No	Yes - IPT Early Literacy	Yes - IPT Early Literacy	Yes - expected in IPT 1 Writing
•Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).	No	Yes - IPT Early Literacy (Gr 1)	Yes - IPT Early Literacy (Gr 1)	Yes - expected in IPT 1 Writing
•Write a letter or letters for most consonant and short-vowel sounds (phonemes).	No	Yes - IPT Early Literacy	Yes - IPT Early Literacy	Yes - expected in IPT 1 Writing
•Consult reference materials as needed to check and correct spellings.	No	No - Learning standard	No - Learning standard	No - Learning standard
•Recognize and name end punctuation. → Use end punctuation for sentences.	No	Yes - IPT Early Literacy	Yes - IPT Early Literacy	Yes - IPT 1 Writing
•Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.	No	Yes - IPT Early Literacy	Yes - IPT Early Literacy	Yes - IPT 1 Writing
•Use commas in dates and to separate words in a series. → Use commas in greetings and closings of letters.	No	No	No	Yes - IPT 1 Writing
•Use an apostrophe to form contractions and frequently occurring possessives.	No	No	No	Yes - IPT 1 Writing

Knowledge of Language

PK Language		K Language		1st Grade Language		2nd Grade Language	
Begins in Grade 2	NA	Begins in Grade 2	NA	Begins in Grade 2	NA	2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Yes - IPT 1 Oral, IPT 1 Writing
						2L3a: Compare academic and conversational uses of English.	No

Vocabulary Acquisition and Use

PK Language		K Language		1st Grade Language		2nd Grade Language	
PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.	Yes - Pre-IPT Oral, IPT Early Childhood	KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:	Yes - IPT 1 Oral, IPT Early Literacy	1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	Yes - IPT 1 Oral, IPT Early Literacy	2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	Yes - IPT 1 Reading, IPT 1 Writing in own writing
		KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb <i>to duck</i>).	No - Learning standard	1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	Yes - IPT 1 Oral, IPT Early Literacy	2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	Yes - IPT 1 Reading

		KL4b: 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 a word.	Yes - IPT I Oral, IPT Early Literacy	1L4b: Use frequently occurring affixes as a clue to the meaning of a word.	Yes - IPT I Oral, IPT Early Literacy	2L4b: 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>).	Yes - IPT 1 Reading, IPT I Oral
				1L4c: Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	Yes - IPT I Oral, IPT Early Literacy	2L4c: 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>).	Yes - IPT 1 Reading
						2L4d: Use knowledge of the meaning 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>).	Yes - IPT 1 Reading
						2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	No - Learning standard
PKL5: Explore and discuss word relationships and word meanings.	No - Learning standard	KL5: Explore and discuss word relationships and word meanings.	No - Learning standard	1L5: Demonstrate understanding of word relationships and nuances in word meanings.	Yes - IPT I Oral	2L5: Demonstrate understanding of word relationships and nuances in word meanings.	Yes - IPT I Oral, IPT 1 Writing

PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	Partial: understand use of categories and elements in questions - Pre-IPT Oral, IPT Early Childhood	KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	Yes - IPT I Oral	1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Yes - IPT I Oral	2L5a: Identify real-life connections between words and their use.	No - Learning standard
PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., <i>hot/cold</i>).	Yes - Pre-IPT Oral, IPT Early Childhood	KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Yes - IPT I Oral	1L5b: 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).	Yes - IPT I Oral	2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	Yes - IPT I Oral, IPT 1 Writing
PKL5c: Use words to identify and describe the world around them.	Yes - Pre-IPT Oral, IPT Early Childhood	KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are <i>colorful</i>).	Yes - IPT I Oral	1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are <i>cozy</i>).	Yes - IPT I Oral	2L5c: Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	Yes - IPT I Oral

		KL5d: Explore variations among verbs that describe the same general action (e.g., <i>walk, march, gallop</i>) by acting out the meanings.	No	1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Yes - IPT I Oral		
PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.	Yes - Pre-IPT Oral, IPT Early Childhood	KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Yes - IPT I Oral	1L6: 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>because</i>).	Yes - IPT I Oral	2L6: 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>).	Yes - IPT I Oral

3-5 NEXT GENERATION ELA STANDARDS

The IPT Family of Tests includes Oral, Reading, and Writing tests. For Grades 3-5, these include:

Grade 3: IPT 1 Reading and Writing Test, IPT I Oral Test

Grades 4-5: IPT 2 Reading and Writing Test, IPT I Oral Test

3-5 Reading Standards (Literary and Informational Text)

Key Ideas and Details

3rd Grade Reading		4th Grade Reading		5th Grade Reading	
3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.	Partial, IPT 1 Reading: Answer questions	4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.	Yes - IPT 2 Reading	5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.	Yes - IPT 2 Reading
3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.	Yes - IPT 1 Reading	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.	Yes - IPT 2 Reading	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.	Yes - IPT 2 Reading
3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	Yes - IPT 1 Reading; in response to questions	4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	Yes - IPT 2 Reading; in response to questions	5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.	Yes - IPT 2 Reading; in response to questions

Craft and Structure

3rd Grade Reading		4th Grade Reading		5th Grade Reading	
3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words.	Yes - IPT 1 Reading; in response to questions	4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.	Yes - IPT 2 Reading; in response to questions	5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.	Yes - IPT 2 Reading; in response to questions
3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.	Yes - IPT 1 Reading; in response to questions	4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.	No	5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.	No
3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text.	No	4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.	No	5R6: In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	No

Integration of Knowledge and Ideas

3rd Grade Reading		4th Grade Reading		5th Grade Reading	
3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).	No	4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.	No	5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.	No
3R8: Explain how claims in a text are supported by relevant reasons and evidence.	Yes - IPT 1 Reading; in response to questions	4R8: Explain how claims in a text are supported by relevant reasons and evidence.	Yes - IPT 2 Reading; in response to questions	5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.	No
3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	No	4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	No	5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.	No

3-5 Reading Standards (Foundational Skills)

Reading Foundations: Phonics and Word Recognition

3rd Grade Reading		4th Grade Reading		5th Grade Reading	
3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	Yes - IPT 1 Reading	4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	Yes - IPT 2 Reading	5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	Yes - IPT 2 Reading
3RF3a: Identify and know the meaning of the most common prefixes and suffixes.	Yes - IPT 1 Reading	4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Yes - IPT 2 Reading	5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Yes - IPT 2 Reading
3RF3b: Decode multi-syllabic words.	Yes - IPT 1 Reading				
3RF3c: Identify, know the meanings of, and decode words with suffixes.	Yes - IPT 1 Reading				
3RF3d: Recognize and read grade-appropriate irregularly spelled words.	Yes - IPT 1 Reading				

Reading Foundations: Fluency

3rd Grade Reading		4th Grade Reading		5th Grade Reading	
3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	No	4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	No	5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	No
3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.	No	4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.	No	5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.	No
3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No	4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No	5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No

3-5 Writing Standards

Text Types and Purposes

3rd Grade Writing		4th Grade Writing		5th Grade Writing	
3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.	No	4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.	No	5W1: Write an argument to support claims with clear reasons and relevant evidence.	No
3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.	No	4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.	No	5W1a: Introduce a precise claim and organize the reasons and evidence logically.	No
3W1b: Use precise language and content-specific vocabulary.	No	4W1b: Use precise language and content-specific vocabulary.	No	5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.	No
3W1c: Use linking words and phrases to connect ideas within categories of information.	No	4W1c: Use transitional words and phrases to connect ideas within categories of information.	No	5W1c: Use precise language and content-specific vocabulary while writing an argument.	No
3W1d: Provide a concluding statement or section.	Yes - IPT 1 Writing	4W1d: Provide a concluding statement or section related to the argument presented.	No	5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.	No
				5W1e: Provide a concluding statement or section related to the argument presented.	No
				5W1f: Maintain a style and tone appropriate to the writing task.	Yes - IPT 2 Writing

3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	No	4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	No	5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	No
3W2a: Introduce a topic and organize related information together.	Yes - IPT 1 Writing	4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.	No	5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.	No
3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.	No	4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.	No	5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.	No
3W2c: Use precise language and content-specific vocabulary.	No	4W2c: Use precise language and content-specific vocabulary.	No	5W2c: Use precise language and content-specific vocabulary to explain a topic.	No
3W2d: Use linking words and phrases to connect ideas within categories of information.	No	4W2d: Use transitional words and phrases to connect ideas within categories of information.	No	5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.	No
3W2e: Provide a concluding statement or section.	Yes - IPT 1 Writing	4W2e: Provide a concluding statement or section related to the information or explanation presented.	No	5W2e: Provide a concluding statement or section related to the information or explanation presented.	No
				5W2f: Establish a style aligned to a subject area or task.	No

3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	Yes - IPT 1 Writing	4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Yes - IPT 2 Writing	5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	Yes - IPT 2 Writing
3W3a: Establish a situation and introduce a narrator and/or characters.	Yes - IPT 1 Writing	4W3a: Establish a situation and introduce a narrator and/or characters.	Yes - IPT 2 Writing	5W3a: Establish a situation and introduce a narrator and/or characters.	Yes - IPT 2 Writing
3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Yes - IPT 1 Writing	4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events to show the responses of characters to situations.	Yes - IPT 2 Writing	5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	Yes - IPT 2 Writing
3W3c: Use temporal words and phrases to signal event order.	Yes - IPT 1 Writing	4W3c: Use transitional words and phrases to manage the sequence of events.	Yes - IPT 2 Writing	5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Yes - IPT 2 Writing
3W3d: Provide a conclusion.	Yes - IPT 1 Writing	4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.	Yes - IPT 2 Writing	5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.	Yes - IPT 2 Writing
		4W3e: Provide a conclusion that follows from the narrated experiences or events.	Yes - IPT 2 Writing	5W3e: Provide a conclusion that follows from the narrated experiences or events.	Yes - IPT 2 Writing
3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).	No	4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.	Yes - IPT 2 Writing	5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.	Yes - IPT 2 Writing

W5: Begins in Grade 4.	NA	4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.	No - Learning standard	5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.	No - Learning standard
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Research to Build and Present Knowledge

3rd Grade Writing		4th Grade Writing		5th Grade Writing	
3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.	No - Learning standard	4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.	No - Learning standard	5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.	No - Learning standard
3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.	No	4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.	No - Learning standard	5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.	No - Learning standard

3-5 Speaking & Listening Standards

Comprehension and Collaboration

3rd Grade Speaking & Listening		4th Grade Speaking & Listening		5th Grade Speaking & Listening	
3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.	Yes (with an adult) - IPT I Oral	4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.	Yes (with an adult) - IPT I Oral	5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	Yes (with an adult) - IPT I Oral
3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	No - Learning standard	4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	No - Learning standard	5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	No - Learning standard
3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.	Yes - IPT I Oral	4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.	Yes - IPT I Oral	5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.	Yes - IPT I Oral
3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.	Yes - IPT I Oral	4SL1c: 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.	Yes - IPT I Oral	5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Yes - IPT I Oral
3SL1d: Explain their own ideas and understanding of the discussion.	Yes - IPT I Oral	4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.	Yes - IPT I Oral	5SL1d: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.	Yes - IPT I Oral

3SL1e: Consider individual differences when communicating with others.	Yes - IPT I Oral				
3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).	Partial, IPT I Oral: from information presented orally	4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).	Yes - IPT I Oral	5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).	Yes - IPT I Oral
3SL3: Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.	Partial, IPT I Oral: develop and answer questions	4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.	No	5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.	No

Presentation of Knowledge and Ideas

3rd Grade Speaking & Listening		4th Grade Speaking & Listening		5th Grade Speaking & Listening	
3SL4: 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.	Yes - IPT I Oral	4SL4: 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 and volume appropriate for audience.	Yes - IPT I Oral	5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.	Yes - IPT I Oral
3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.	No - Learning standard	4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.	No - Learning standard	5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.	No - Learning standard

<p>3SL6: Identify contexts that call for academic English or informal discourse.</p>	<p>Partial, IPT I Oral: one context</p>	<p>4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.</p>	<p>Partial, IPT I Oral: respond appropriately in test situation</p>	<p>5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p>	<p>Partial, IPT I Oral: respond appropriately in test situation</p>
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3-5 Language Standards

Conventions of Academic English/Language for Learning

<p>Anchor Standard 1. (3-5L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.)</p>	<p>Grades 3-5 (Students are expected to know and be able to use these skills by the end of 5th grade.)</p>	
<p>CORE CONVENTIONS SKILLS</p>	<p>3rd Grade Language</p>	<p>4-5th Grade Language</p>
<p>•Produce simple, compound, and complex sentences.</p>	<p>Yes - IPT 1 Writing</p>	<p>Yes - IPT 2 Writing</p>
<p>•Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.</p>	<p>No</p>	<p>No</p>
<p>•Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	<p>Yes - IPT 1 Oral, IPT 1 Writing</p>	<p>Yes - IPT 1 Oral, IPT 2 Writing</p>
<p>•Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.</p>	<p>No</p>	<p>No</p>
<p>•Form and use regular and irregular plural nouns.</p>	<p>Yes - IPT 1 Oral, IPT 1 Writing</p>	<p>Yes - IPT 1 Oral, IPT 2 Writing</p>
<p>•Use abstract nouns.</p>	<p>Yes - IPT 1 Oral, IPT 1 Writing</p>	<p>Yes - IPT 1 Oral, IPT 2 Writing</p>
<p>•Form and use regular and irregular verbs.</p>	<p>Yes - IPT 1 Oral, IPT 1 Writing</p>	<p>Yes - IPT 1 Oral, IPT 2 Writing</p>
<p>•Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p>	<p>Yes - IPT 1 Oral, IPT 1 Writing</p>	<p>Yes - IPT 1 Oral, IPT 2 Writing</p>
<p>•Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p>	<p>Yes - IPT 1 Oral, IPT 1 Writing</p>	<p>Yes - IPT 1 Oral, IPT 2 Writing</p>

•Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	Yes - IPT I Oral, IPT 1 Writing	Yes - IPT I Oral, IPT 2 Writing
•Use verb tense to convey various times, sequences, states, and conditions.	Yes - IPT I Oral, IPT 1 Writing	Yes - IPT I Oral, IPT 2 Writing
•Recognize and correct inappropriate shifts in verb tense.	No	No
•Ensure subject-verb and pronoun-antecedent agreement.	Yes - IPT I Oral, IPT 1 Writing	Yes - IPT I Oral, IPT 2 Writing
•Use coordinating and subordinating conjunctions.	Yes - IPT I Oral, IPT 1 Writing	Yes - IPT I Oral, IPT 2 Writing
•Use and identify prepositional phrases.	Yes - IPT I Oral, IPT 1 Writing	Yes - IPT I Oral, IPT 2 Writing
•Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Yes - IPT I Oral, IPT 1 Writing	Yes - IPT I Oral, IPT 2 Writing
•Correctly use frequently confused words (e.g., to, too, two; there, their).	Yes - IPT I Oral, IPT 1 Writing	Yes - IPT I Oral, IPT 2 Writing

Anchor Standard 2. (3-5L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.)	Grades 3-5 (Students are expected to know and be able to use these skills by the end of 5th grade.)	
CORE PUNCTUATION and SPELLING SKILLS	3rd Grade Language	4-5th Grade Language
•Capitalize appropriate words in titles.	Yes - IPT 1 Writing	Yes - IPT 2 Writing
•Use correct capitalization.	Yes - IPT 1 Writing	Yes - IPT 2 Writing

•Use commas in addresses.	Yes - IPT 1 Writing	Yes - IPT 2 Writing
•Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.	Yes - IPT 1 Writing	Yes - IPT 2 Writing
•Use a comma before a coordinating conjunction in a compound sentence.	Yes - IPT 1 Writing	Yes - IPT 2 Writing
•Use a comma to separate an introductory element from the rest of the sentence.	Yes - IPT 1 Writing	Yes - IPT 2 Writing
•Use punctuation to separate items in a series.	Yes - IPT 1 Writing	Yes - IPT 2 Writing
•Form and use possessives.	Yes - IPT 1 Writing	Yes - IPT 2 Writing
•Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).	Yes - IPT 1 Writing	Yes - IPT 2 Writing
•Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.	Yes - expected in IPT 1 Writing	Yes - expected in IPT 2 Writing
•Use quotation marks or italics to indicate titles of works.	No	No

Knowledge of Language

3rd Grade Language		4th Grade Language		5th Grade Language	
3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.	Yes - IPT 1 Oral, IPT 1 Writing	4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Yes - IPT 1 Oral, IPT 2 Reading, IPT 2 Writing	5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Yes - IPT 1 Oral, IPT 2 Reading, IPT 2 Writing
3L3a: Choose words and phrases for effect.	Yes - IPT 1 Oral, IPT 1 Writing	4L3a: Choose words and phrases to convey ideas precisely.	Yes - IPT 1 Oral, IPT 2 Writing	5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Yes - IPT 2 Writing

3L3b: Recognize and observe differences between the conventions of spoken and written standard English.	Yes - IPT 1 Oral, IPT 1 Writing	4L3b: Choose punctuation for effect.	Yes - IPT 2 Writing	5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	No
		4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).	Partial, IPT 1 Oral, IPT 2 Writing: respond appropriately in test situation		

Vocabulary Acquisition and Use

3rd Grade Language		4th Grade Language		5th Grade Language	
3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to:	Yes - IPT 1 Reading, IPT 1 Writing in own writing	4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Yes - IPT 2 Reading, IPT 2 Writing in own writing	5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Yes - IPT 2 Reading, IPT 2 Writing in own writing
3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	Yes - IPT 1 Reading	4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Yes - IPT 2 Reading	5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Yes - IPT 2 Reading
3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).	Yes - IPT 1 Reading, IPT 1 Oral	4L4b: 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>).	Yes - IPT 2 Reading	5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	Yes - IPT 2 Reading

3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).	Yes - IPT 1 Reading	4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	No - Learning standard	5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	No - Learning standard
3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.	No - Learning standard				
3L5: Demonstrate understanding of word relationships and nuances in word meanings.	Yes - IPT 1 Oral, IPT 1 Writing	4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Yes - IPT 1 Oral, IPT 2 Writing	5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Yes - IPT 1 Oral, IPT 2 Writing
3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	No - Learning standard	4L5a: Explain the meaning of simple similes and metaphors in context.	No	5L5a: Interpret figurative language, including similes and metaphors, in context.	No
3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or <i>helpful</i>).	Yes - IPT 1 Oral, IPT 1 Writing	4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	Yes - IPT 1 Oral	5L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	Yes - IPT 1 Oral
3L5c: 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>).	Yes - IPT 1 Oral	4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.	Yes - IPT 1 Oral	5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Yes - IPT 1 Oral

<p>3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).</p>	<p>Partial, IPT 1 Oral, IPT 1 Writing: as reflected in own test responses</p>	<p>4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>Partial, IPT 1 Oral, IPT 2 Writing: as reflected in own test responses</p>	<p>5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Partial, IPT 1 Oral, IPT 2 Writing: as reflected in own test responses</p>
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6-8 NEXT GENERATION ELA STANDARDS

The IPT Family of Tests includes Oral, Reading, and Writing tests. For Grades 6-8, these include:
 Grade 6: IPT 2 Reading and Writing Test, IPT II Oral
 Grades 7-8: IPT 3 Reading and Writing, IPT II Oral

6-8 Reading Standards (Literary and Informational Text)

Key Ideas and Details

6th Grade Reading		7th Grade Reading		8th Grade Reading	
6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	Partial, IPT 2 Reading: in response to questions	7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	Partial, IPT 3 Reading: in response to questions	8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.	Partial, IPT 3 Reading: in response to questions
RH 1 (6-8): Cite specific textual evidence to support analysis of primary and secondary sources.	No	RH 1 (6-8): Cite specific textual evidence to support analysis of primary and secondary sources.	No	RH 1 (6-8): Cite specific textual evidence to support analysis of primary and secondary sources.	No
RST 1 (6-8): Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.	Partial, IPT 2 Reading: Understand detailed directions	RST 1 (6-8): Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.	Partial, IPT 3 Reading: Understand detailed directions	RST 1 (6-8): Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.	Partial, IPT 3 Reading: Understand detailed directions
6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.	Yes - IPT 2 Reading; in response to questions	7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.	Yes - IPT 3 Reading; in response to questions	8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.	Yes - IPT 3 Reading; in response to questions

RH2 (6-8): Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.	No	RH2 (6-8): Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.	No	RH2 (6-8): Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.	No
RST2 (6-8): Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.	No	RST2 (6-8): Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.	No	RST2 (6-8): Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.	No
6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	Yes - IPT 2 Reading; in response to questions	7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	Yes - IPT 3 Reading; in response to questions	8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	Yes - IPT 3 Reading; in response to questions
RH3 (6-8): Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	No	RH3 (6-8): Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	No	RH3 (6-8): Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	No
RST3 (6-8): Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	No	RST3 (6-8): Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	No	RST3 (6-8): Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	No

Craft and Structure

6th Grade Reading		7th Grade Reading		8th Grade Reading	
6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	Yes - IPT 2 Reading; in response to questions	7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	Yes - IPT 3 Reading; in response to questions	8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	Yes - IPT 3 Reading; in response to questions
RH4 (6-8): Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.	Partial, IPT 2 Reading: Determine meaning of words as used in text	RH4 (6-8): Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.	Partial, IPT 3 Reading: Determine meaning of words as used in text	RH4 (6-8): Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.	Partial, IPT 3 Reading: Determine meaning of words as used in text
RST4 (6-8): Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.	Partial, IPT 2 Reading: Determine meaning of words as used in text	RST4 (6-8): Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.	Partial, IPT 3 Reading: Determine meaning of words as used in text	RST4 (6-8): Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.	Partial, IPT 3 Reading: Determine meaning of words as used in text

6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.	No	7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas.	No	8R5: In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.	No
RH5 (6-8): Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	No	RH5 (6-8): Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	No	RH5 (6-8): Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	No
RST5 (6-8): 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.	No	RST5 (6-8): 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.	No	RST5 (6-8): 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.	No
6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.	No	7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.	No	8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.	No

<p>RH6 (6-8): Identify aspects of a text that reveal an author’s point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).</p>	<p>No</p>	<p>RH6 (6-8): Identify aspects of a text that reveal an author’s point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).</p>	<p>No</p>	<p>RH6 (6-8): Identify aspects of a text that reveal an author’s point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).</p>	<p>No</p>
<p>RST6 (6-8): Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.</p>	<p>No</p>	<p>RST6 (6-8): Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.</p>	<p>No</p>	<p>RST6 (6-8): Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.</p>	<p>No</p>

Integration of Knowledge and Ideas

6th Grade Reading		7th Grade Reading		8th Grade Reading	
6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.	No	7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject.	No	8R7: Evaluate the advantages and disadvantages of using different media – text, audio, video, stage, or digital – to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.	No
RH7 (6-8): Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Partial, IPT 2 Reading: in response to questions	RH7 (6-8): Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Partial, IPT 3 Reading: in response to questions	RH7 (6-8): Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Partial, IPT 3 Reading: in response to questions
RST7 (6-8): Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).	No	RST7 (6-8): Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).	No	RST7 (6-8): Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).	No
6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.	No	7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.	No	8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.	No

RH8 (6-8): Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.	No	RH8 (6-8): Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.	No	RH8 (6-8): Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.	No
RST8 (6-8): For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.	No	RST8 (6-8): For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.	No	RST8 (6-8): For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.	No
6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	No	7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	No	8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	No
RH9 (6-8): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	No	RH9 (6-8): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	No	RH9 (6-8): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	No
RST9 (6-8): Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.	No	RST9 (6-8): Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.	No	RST9 (6-8): Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.	No

6-8 Writing Standards

Text Types and Purposes

6th Grade Writing		7th Grade Writing		8th Grade Writing	
6W1: Write arguments to support claims with clear reasons and relevant evidence.	No	7W1: Write arguments to support claims with clear reasons and relevant evidence.	Yes - IPT 3 Writing	8W1: Write arguments to support claims with clear reasons and relevant evidence.	Yes - IPT 3 Writing
6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.	No	7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.	Yes - IPT 3 Writing	8W1a: Introduce precise claim(s), acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.	Yes - IPT 3 Writing
6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.	No	7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.	Yes - IPT 3 Writing	8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.	Yes - IPT 3 Writing
6W1c: Use precise language and content-specific vocabulary to argue a claim.	No	7W1c: Use precise language and content-specific vocabulary to argue a claim.	Yes - IPT 3 Writing	8W1c: Use precise language and content-specific vocabulary to argue a claim.	Yes - IPT 3 Writing
6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	No	7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Yes - IPT 3 Writing	8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Yes - IPT 3 Writing
6W1e: Provide a concluding statement or section that explains the significance of the argument presented.	No	7W1e: Provide a concluding statement or section that explains the significance of the argument presented.	Yes - IPT 3 Writing	8W1e: Provide a concluding statement or section that explains the significance of the argument presented.	Yes - IPT 3 Writing
6W1f: Maintain a style and tone appropriate to the writing task.	Yes - IPT 2 Writing	7W1f: Maintain a style and tone appropriate to the writing task.	Yes - IPT 3 Writing	8W1f: Maintain a style and tone appropriate to the writing task.	Yes - IPT 3 Writing

WHST 1 (6-8): Write arguments focused on discipline-specific content.	No	WHST 1 (6-8): Write arguments focused on discipline-specific content.	No	WHST 1 (6-8): Write arguments focused on discipline-specific content.	No
WHST 1a: 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.	No	WHST 1a: 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.	No	WHST 1a: 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.	No
WHST 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.	No	WHST 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.	No	WHST 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.	No
WHST 1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.	No	WHST 1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.	No	WHST 1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.	No
WHST 1d: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.	No	WHST 1d: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.	No	WHST 1d: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.	No
WHST 1e: Provide a concluding statement or section that follows from and supports the argument presented.	No	WHST 1e: Provide a concluding statement or section that follows from and supports the argument presented.	No	WHST 1e: Provide a concluding statement or section that follows from and supports the argument presented.	No

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	No	7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	No	8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	No
6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.	No	7W2a: 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.	No	8W2a: 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.	No
6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.	No	7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.	No	8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.	No
6W2c: Use precise language and content-specific vocabulary to explain a topic.	No	7W2c: Use precise language and content-specific vocabulary to explain a topic.	No	8W2c: Use precise language and content-specific vocabulary to explain a topic.	No
6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	No	7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	No	8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	No

6W2e: Provide a concluding statement or section that explains the significance of the information presented.	No	7W2e: Provide a concluding statement or section that explains the significance of the information presented.	No	8W2e: Provide a concluding statement or section that explains the significance of the information presented.	No
6W2f: Establish and maintain a style appropriate to the writing task.	No	7W2f: Establish and maintain a style appropriate to the writing task.	No	8W2f: Establish and maintain a style appropriate to the writing task.	No
WHST 2 (6-8): Write informative/explanatory text focused on discipline-specific content.	No	WHST 2 (6-8): Write informative/explanatory text focused on discipline-specific content.	No	WHST 2 (6-8): Write informative/explanatory text focused on discipline-specific content.	No
WHST 2a: Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.	No	WHST 2a: Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.	No	WHST 2a: Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.	No
WHST 2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.	No	WHST 2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.	No	WHST 2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.	No
WHST 2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	No	WHST 2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	No	WHST 2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	No
WHST 2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.	No	WHST 2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.	No	WHST 2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.	No

WHST 2e: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.	No	WHST 2e: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.	No	WHST 2e: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.	No
6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.	Yes - IPT 2 Writing	7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.	Yes - IPT 3 Writing	8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.	Yes - IPT 3 Writing
6W3a: Engage the reader by introducing a narrator and/or characters.	Yes - IPT 2 Writing	7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.	Yes - IPT 3 Writing	8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.	Yes - IPT 3 Writing
6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.	Yes - IPT 2 Writing	7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.	Yes - IPT 3 Writing	8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	Yes - IPT 3 Writing
6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Yes - IPT 2 Writing	7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Yes - IPT 3 Writing	8W3c: Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Yes - IPT 3 Writing
6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Yes - IPT 2 Writing	7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Yes - IPT 3 Writing	8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Yes - IPT 3 Writing

6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Yes - IPT 2 Writing	7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Yes - IPT 3 Writing	8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Yes - IPT 3 Writing
WHST 3 (6-8): Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.	Yes - IPT 2 Writing	WHST 3 (6-8): Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.	Yes - IPT 3 Writing	WHST 3 (6-8): Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.	Yes - IPT 3 Writing
6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.	Yes - IPT 2 Writing	7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.	No	8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.	No
WHST 4 (6-8): Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.	Yes - IPT 2 Writing	WHST 4 (6-8): Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.	No	WHST 4 (6-8): Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.	No

Research to Build and Present Knowledge

6th Grade Writing		7th Grade Writing		8th Grade Writing	
6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.	No - Learning standard	7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.	No - Learning standard	8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable.	No - Learning standard

WHST 5 (6-8): Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	No - Learning standard	WHST 5 (6-8): Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	No - Learning standard	WHST 5 (6-8): Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	No - Learning standard
6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.	No - Learning standard	7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.	No - Learning standard	8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.	No - Learning standard
WHST 6 (6-8): Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.	No - Learning standard	WHST 6 (6-8): Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.	No - Learning standard	WHST 6 (6-8): Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.	No - Learning standard

6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.	No - Learning standard	7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.	No - Learning standard	8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.	No - Learning standard
WHST 7 (6-8): Draw evidence from informational texts to support analysis, reflection, and research.	No - Learning standard	WHST 7 (6-8): Draw evidence from informational texts to support analysis, reflection, and research.	No - Learning standard	WHST 7 (6-8): Draw evidence from informational texts to support analysis, reflection, and research.	No - Learning standard

6-8 Speaking & Listening Standards

Comprehension and Collaboration

6th Grade Speaking and Listening		7th Grade Speaking and Listening		8th Grade Speaking and Listening	
6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	Yes (with an adult) - IPT II Oral	7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	Yes (with an adult) - IPT II Oral	8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	Yes (with an adult) - IPT II Oral
6LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	No - Learning standard	7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	No - Learning standard	8SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	No - Learning standard
6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	No - Learning standard	7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	No - Learning standard	8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	No - Learning standard
6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Yes - IPT II Oral	7SL1c: 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.	Yes - IPT II Oral	8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Yes - IPT II Oral

6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Yes - IPT II Oral	7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.	No - Learning standard	8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.	No - Learning standard
6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.	Yes - IPT II Oral	7SL2: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.	No	8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	No
6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	No	7SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.	No	8SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	No

Presentation of Knowledge and Ideas

6th Grade Speaking and Listening		7th Grade Speaking and Listening		8th Grade Speaking and Listening	
6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.	Partial, IPT II Oral: use appropriate eye contact, adequate volume, and clear enunciation	7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.	Partial, IPT II Oral: use appropriate eye contact, adequate volume, and clear enunciation	8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.	Partial, IPT II Oral: use appropriate eye contact, adequate volume, and clear enunciation

6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.	No - Learning standard	7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.	No - Learning standard	8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.	No - Learning standard
6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Partial, IPT II Oral: respond appropriately in test situation	7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Partial, IPT II Oral: respond appropriately in test situation	8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Partial, IPT II Oral: respond appropriately in test situation

6-8 Language Standards

Conventions of Academic English/Language for Learning

Anchor Standard 1. (6-8L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
 (While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.)

CORE CONVENTION SKILLS (Grades 6-8)

	Grade 6		Grades 7-8
•Ensure that pronouns are in the proper case (subjective, objective, and possessive).	Yes - IPT II Oral, IPT 2 Writing	•Ensure that pronouns are in the proper case (subjective, objective, and possessive).	Yes - IPT II Oral, IPT 3 Writing
•Recognize and correct inappropriate shifts in pronoun number and person.	Yes - IPT II Oral, IPT 2 Reading, IPT 2 Writing in own writing	•Recognize and correct inappropriate shifts in pronoun number and person.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing in own writing
•Recognize and correct pronouns that have unclear or ambiguous antecedents.	Yes - IPT 2 Reading, IPT 2 Writing in own writing	•Recognize and correct pronouns that have unclear or ambiguous antecedents.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing in own writing
•Explain the function of phrases and clauses in general, as well as in specific sentences.	No	•Explain the function of phrases and clauses in general, as well as in specific sentences.	No
•Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Yes - IPT 2 Writing; in own writing	•Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Yes - IPT II Oral, IPT 3 Writing in own writing

•Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Yes - IPT 2 Writing	•Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Yes - IPT 3 Writing
•Explain the function of verbals (gerunds, participles, infinitives).	No	•Explain the function of verbals (gerunds, participles, infinitives).	No
•Form and use verbs in the active and passive voice.	Yes - IPT 2 Writing	•Form and use verbs in the active and passive voice.	Yes - IPT 3 Writing
•Recognize and correct inappropriate verb shifts.	Yes - IPT 2 Reading, IPT 2 Writing in own writing	•Recognize and correct inappropriate verb shifts.	Yes - IPT 3 Reading, IPT 3 Writing in own writing
Anchor Standard 2. (6-8L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.)			
CORE PUNCTUATION and SPELLING SKILLS (Grades 6-8)			
	Grade 6		Grades 7-8
•Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	Yes - IPT 3 Writing; in own writing	•Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	Yes - IPT 3 Writing; in own writing
•Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Yes - IPT 3 Writing; in own writing	•Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Yes - IPT 3 Writing; in own writing
•Use an ellipsis to indicate an omission.	Yes - IPT 3 Writing; in own writing	•Use an ellipsis to indicate an omission.	Yes - IPT 3 Writing; in own writing

Knowledge of Language

Grade 6 Language		Grade 7 Language		Grade 8 Language	
6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing	7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing	8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing
6L3a: Vary sentence patterns for meaning, reader/listener interest, and style.	Yes - IPT II Oral, IPT 3 Writing	7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Yes - IPT II Oral, IPT 3 Writing	8L3a: 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).	Yes - IPT II Oral, IPT 3 Writing
6L3b: Maintain consistency in style and tone.	Yes - IPT II Oral, IPT 3 Writing				

Vocabulary Acquisition and Use

Grade 6 Language		Grade 7 Language		Grade 8 Language	
6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Yes - IPT 3 Reading, IPT 3 Writing in own writing	7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Yes - IPT 3 Reading, IPT 3 Writing in own writing	8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Yes - IPT 3 Reading, IPT 3 Writing in own writing
6L4a: 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.	Yes - IPT 3 Reading	7L4a: 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.	Yes - IPT 3 Reading	8L4a: 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.	Yes - IPT 3 Reading

6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	Yes - IPT 3 Reading	7L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	Yes - IPT 3 Reading	8L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).	Yes - IPT 3 Reading
6L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	No - Learning standard	7L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	No - Learning standard	8L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	No - Learning standard
6L4d: 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).	Yes - IPT 3 Reading	7L4d: 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).	Yes - IPT 3 Reading	8L4d: 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).	Yes - IPT 3 Reading
6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing	7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing	8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing
6L5a: Interpret figurative language, including personification, in context.	No	7L5a: Interpret figurative language, including allusions, in context.	No	8L5a: Interpret figures of speech including irony and puns in context.	No
6L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	No	7L5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	No	8L5b: Use the relationship between particular words to better understand each of the words.	No

6L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	No	7L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	No	8L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	No
6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Partial, IPT II Oral, IPT 3 Writing: as reflected in own test responses	7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Partial, IPT II Oral, IPT 3 Writing: as reflected in own test responses	8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Partial, IPT II Oral, IPT 3 Writing: as reflected in own test responses

9-12 NEXT GENERATION ELA STANDARDS

The IPT Family of Tests includes Oral, Reading, and Writing tests. For Grades 9-12, these include:

Grades 9-10: IPT 3 Reading and Writing Test, IPT II Oral

Grades 11-12: IPT 3 Reading and Writing, IPT II Oral

9-12 Reading Standards (Literary and Informational Text)

Key Ideas and Details

Grades 9-10 Reading		Grades 11-12 Reading	
9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.	Partial, IPT 3 Reading: in response to questions	11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.	Partial, IPT 3 Reading: in response to questions
RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.	No	RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.	No
RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.	Partial, IPT 3 Reading: Understand detailed directions	RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	Partial, IPT 3 Reading: Understand detailed directions

9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.	Yes - IPT 3 Reading; in response to questions	11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.	Yes - IPT 3 Reading; in response to questions
RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.	No	RH2: 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.	No
RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.	No	RST2: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.	No
9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.	Yes - IPT 3 Reading; in response to questions	11-12R3: In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.	Yes - IPT 3 Reading; in response to questions
RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	No	RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	No

RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	No	RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.	No
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Craft and Structure

Grades 9-10 Reading		Grades 11-12 Reading	
9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.	Yes - IPT 3 Reading; in response to questions	11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	Yes - IPT 3 Reading; in response to questions
RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.	Partial, IPT 3 Reading: Determine meaning of words as used in text	RH4: Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Partial, IPT 3 Reading: Determine meaning of words as used in text
RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).	Partial, IPT 3 Reading: Determine meaning of words as used in text	RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.	Partial, IPT 3 Reading: Determine meaning of words as used in text

9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author’s intent influences particular sentences, paragraphs, or sections.	No	11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.	No
RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	No	RH5: Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.	No
RST5: Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.	No	RST5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	No
9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).	No	11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	No
RH6: 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.	No	RH6: Evaluate authors’ points of view on the same historical events or issue by assessing the authors’ claims, reasoning, and evidence.	No

RST6: Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.	No	RST6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. 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.	No
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Integration of Knowledge and Ideas

Grades 9-10 Reading		Grades 11-12 Reading	
9-10R7: Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).	No	11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.	No
RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Partial, IPT 3 Reading: in response to questions	RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	No
RST7: Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.		RST7: 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.	

9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.	No	11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.	No
RH8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	No	RH8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	No
RST8: Assess the extent to which the reasoning and evidence in a source support the author’s claim or a recommendation for solving a scientific or technical problem.	No	RST8: Evaluate the 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.	No
9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	No	11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	No
RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.	No	RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	No
RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	No	RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	No

9-12 Writing Standards

Text Types and Purposes

Grades 9-10 Writing		Grades 11-12 Writing	
9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	No	11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	No
9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.	No	11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.	No
9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.	No	11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.	No
9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.	No	11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.	No
9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.	Yes - IPT 3 Writing	11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.	Yes - IPT 3 Writing

9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.	Yes - IPT 3 Writing	11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.	Yes - IPT 3 Writing
9-10W1f: Maintain a style and tone appropriate to the writing task.	Yes - IPT 3 Writing	11-12W1f: Maintain a style and tone appropriate to the writing task.	Yes - IPT 3 Writing
WHST1: Write arguments focused on discipline-specific content.	No	WHST1: Write arguments focused on discipline-specific content.	No
WHST1a: 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.	No	WHST1a: 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 the claim(s), counterclaims, reasons, and evidence.	No
WHST1b: Develop claim(s) and counterclaims objectively, 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.	No	WHST1b: Develop claim(s) and counterclaims objectively 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 that anticipates the audience's knowledge level, concerns, values, and possible biases.	No
WHST1c: 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.	No	WHST1c: 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.	No
WHST1d: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.	No	WHST1d: Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.	No

WHST1e: Provide a concluding statement or section that follows from or supports the argument presented.	No	WHST1e: Provide a concluding statement or section that follows from or supports the argument presented.	No
9-10W2: 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.	No	11-12W2: 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.	No
9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.	No	11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.	No
9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.	No	11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.	No
9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.	No	11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.	No
9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.	No	11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.	No
9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.	No	11-12We: Provide a concluding statement or section that explains the significance of the information presented.	No

9-10W2f: Establish and maintain a style appropriate to the writing task.	No	11-12W2f: Establish and maintain a style appropriate to the writing task.	No
WHST2: Write informative/explanatory text focused on discipline-specific content.	No	WHST2: Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.	No
WHST2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.	No	WHST2a: Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.	No
WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.	No	WHST2b: Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.	No
WHST2c: Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	No	WHST2c: Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	No
WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.	No	WHST2d: Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.	No
WHST2e: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.	No	WHST2e: Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.	No

9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Yes - IPT 3 Writing	11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	Yes - IPT 3 Writing
9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	Yes - IPT 3 Writing	11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	Yes - IPT 3 Writing
9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.	Yes - IPT 3 Writing	11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.	Yes - IPT 3 Writing
9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.	Yes - IPT 3 Writing	11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Yes - IPT 3 Writing
9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Yes - IPT 3 Writing	11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	Yes - IPT 3 Writing
9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Yes - IPT 3 Writing	11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Yes - IPT 3 Writing
WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.	Yes - IPT 3 Writing	WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.	Yes - IPT 3 Writing

9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.	No	11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.	No
WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.	No	WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.	No
9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.	No - Learning standard	11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.	No - Learning standard
WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	No - Learning standard	WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	No - Learning standard

Research to Build and Present Knowledge

Grades 9-10 Writing		Grades 11-12 Writing	
9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.	No - Learning standard	11-12W6: Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.	No - Learning standard
WHST6: 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 and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	No - Learning standard	WHST6: 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 as well as by applying discipline-specific criteria used in the social sciences or sciences; 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.	No - Learning standard
9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.	No - Learning standard	11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.	No - Learning standard
WHST7: Draw evidence from informational texts to support analysis, reflection, and research.	No - Learning standard	WHST7: Draw evidence from informational texts to support analysis, reflection, and research.	No - Learning standard

9-12 Speaking & Listening Standards

Comprehension and Collaboration

Grades 9-10 Writing		Grades 11-12 Writing	
9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	Yes (with an adult) - IPT II Oral	11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	Yes (with an adult) - IPT II Oral
9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.	No - Learning standard	11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.	No - Learning standard
9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	No - Learning standard	11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	No - Learning standard
9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.	Partial, IPT II Oral: brief responses in test situation	11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Partial, IPT II Oral: brief responses in test situation
9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.	No - Learning standard	11-12SL1d: 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.	No - Learning standard

9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.	No	11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.	No
9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.	No	11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.	No

Presentation of Knowledge and Ideas

Grades 9-10 Writing		Grades 11-12 Writing	
9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.	Partial, IPT II Oral: adapt responses appropriately to test situation	11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.	Partial, IPT II Oral: adapt responses appropriately to test situation
9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	No - Learning standard	11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	No - Learning standard
9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Partial, IPT II Oral: respond appropriately in test situation	11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Partial, IPT II Oral: respond appropriately in test situation

9-12 Language Standards

Conventions of Academic English/Language for Learning

<p>Anchor Standard 1. (9-12L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.)</p>	<p>(Students are expected to know and be able to use these skills by the end of 12th grade.)</p>
<p>CORE CONVENTION SKILLS (Grades 9-12)</p>	<p>Grades 9-12</p>
<ul style="list-style-type: none"> •Use parallel structure. 	<p>Yes - IPT 3 Writing; in own writing</p>
<ul style="list-style-type: none"> •Use various types or phrases and clauses to add variety and interest to writing or presentations. 	<p>Yes - IPT 3 Writing; in own writing</p>
<ul style="list-style-type: none"> •Understand that usage is a matter of convention that can change over time. 	<p>No - Learning standard</p>
<ul style="list-style-type: none"> •Resolve issues of complex or contested usage, consulting references as needed. 	<p>No - Learning standard</p>
<p>Anchor Standard 2. (9-12L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.)</p>	
<p>CORE PUNCTUATION and SPELLING SKILLS (Grades 9-12)</p>	<p>Grades 9-12</p>
<ul style="list-style-type: none"> •Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. 	<p>Yes - IPT 3 Writing; in own writing</p>
<ul style="list-style-type: none"> •Use a semicolon to link two or more closely related independent clauses. 	<p>Yes - IPT 3 Writing; in own writing</p>
<ul style="list-style-type: none"> •Use a colon to introduce a list or quotation. 	<p>Yes - IPT 3 Writing; in own writing</p>

Knowledge of Language

Grades 9-10 Writing		Grades 11-12 Writing	
<p>9-10L3: 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>	<p>Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing</p>	<p>11-12L3: 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>	<p>Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing</p>

9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	Yes - IPT II Oral, IPT 3 Writing	11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Yes - IPT II Oral, IPT 3 Writing
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Vocabulary Acquisition and Use

Grades 9-10 Writing		Grades 11-12 Writing	
9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Yes - IPT 3 Reading, IPT 3 Writing in own writing	11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Yes - IPT 3 Reading, IPT 3 Writing in own writing
9-10L4a: 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.	Yes - IPT 3 Reading	11-12L4a: 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.	Yes - IPT 3 Reading
9-10L4b: 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>).	Yes - IPT 3 Reading	11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Yes - IPT 3 Reading
9-10L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	No - Learning standard	11-12L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	No - Learning standard
9-10L4d: 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).	Yes - IPT 3 Reading	11-12L4d: 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).	Yes - IPT 3 Reading

9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing	11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Yes - IPT II Oral, IPT 3 Reading, IPT 3 Writing
9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.	No	11-12L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.	No
9-10L5b: Analyze nuances in the meaning of words with similar denotations.	No	11-12L5b: Analyze nuances in the meaning of words with similar denotations.	No
9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Partial, IPT II Oral, IPT 3 Writing: as reflected in own test responses	11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Partial, IPT II Oral, IPT 3 Writing: as reflected in own test responses