INTRODUCTION

The College and Career Readiness (CCR) Standards have raised the bar for content area standards for all students. The CCR standards provide broad definitions to enable students to meet college and career readiness expectations. In order to fully participate in the curriculum, students are now required to use language in complex social and academic related activities and practices, such as constructing effective arguments, collaborating with peers to create presentations, or identifying evidence to support conclusions. The College and Career Readiness Standards place specific emphasis on activities that frame language forms and functions within discipline practices or contexts. Academic reading and writing include comprehension of different genres and the ability to produce specific writing types such as narrative, expository, or persuasive.

The CCR anchor standards define general, cross-disciplinary literacy expectations for students to be prepared to enter college and workforce. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression of what students should know and be able to do to meet college and career readiness expectations by the end of high school.

This document provides an analysis of the representation of the CCR Standards in the K-12 ELA content standards and their relationship to the LAS Links Second Edition Framework.

OVERVIEW OF LAS LINKS ASSESSMENT FRAMEWORK

LAS Links Second Edition meets the demands of the College and Career Readiness Standards by creating an assessment framework focused on communicative and contextualized academic language use within and across academic content areas, language knowledge and functions, and cognitive complexity.

LAS Links Second Edition specifies three criteria related to language in academic settings:
- Target content areas or strands of academic language: Foundational Skills; Language Arts, Social Studies, and History; and Mathematics, Science, and Technical Subjects
- The linguistic complexity of receptive and expressive language (e.g., word/sound recognition, vocabulary, grammar, discourse features, etc.)
- The types of language function and tasks for communicative purposes in a school context (e.g., identifying, comprehending, describing, analyzing, etc.)

LAS Links Strands
Strand 1: ELLs are able to listen, speak, read, and write in English for Social, Intercultural, and Instructional Communication.
Strand 2: ELLs are able to listen, speak, read, and write in English for Language Arts, Social Studies, and History.
Strand 3: ELLs are able to listen, speak, read, and write in English for Mathematics, Science, and Technical Subjects.
Strand 4: ELLs are beginning to develop Foundational Skills for reading and writing (for Grades K-3 only).

The LAS Links Assessment Framework further specifies tasks and skills being assessed as they correspond to other English Language Proficiency (ELP) Frameworks that are organized by Receptive, Productive and Foundational Skills as presented on tables 1-3. This system organization allows viewing students' performance in composites scores: Overall, Comprehension, Productive, Oral, Literacy or Foundational.

Table 1: LAS Links Receptive or Interpretive Skills Framework

Students construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. They determine the meaning of words and phrases in oral presentations and literary and informational text.

Listening	Reading
L1 Follow common, explicit oral directions to participate in diverse academic or social tasks	R2.3 Interpret words and phrases as they are used in text
L2 Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning	R3.1 Identify main ideas
L3.1 Identify purpose	R3.2 Identify supporting details
L3.2 Identify main ideas	R3.3 Identify important literary features of text
L3.3 Identify supporting details	R3.4 Analyze the structure of texts
L4.1 Make predictions based on known information	R3.5 Identify point of view tone and attitude
L4.2 Make inferences based on known information	

Table 2: LAS Links Productive Skills

Students participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. They determine the meaning of words and phrases in oral presentations and literary and informational text. They make accurate use of standard English to communicate in grade appropriate speech and writing.

Speaking	Writing
S1.1 Provide information	W6.2 Write sentences to describe or narrate
S1.5 Express opinions and preferences	W6.3 Write simple sentences to interpret or analyze
S1.6 Make requests	W6.6 Write simple sentences to explain
S1.7 Ask questions request clarification and negotiate for understanding	W7.1 Write to describe, explain, report, compare, narrate, persuade or express
S2.1 Identify an object (inanimate and animate) or concept	W3.1 - 3.11 Grammar - Use articles, pronouns, conjunctions, auxiliary verbs; Use appropriate prepositional phrases; Distinguish and use adjectives and adverbs; Demonstrate correct use of singular and plural and subject/verb agreement
S2.2 Describe purpose, use or feature using words phrases or sentences	W4.1 - 4.6 Language Conventions - use appropriate capitalization and punctuation
S2.3 Identify an academic or social situation and describe it using sentences	
S3.2 Describe people locations and scenery	
S5.1 Interpret narrate and paraphrase events using visual information	

Table 3: LAS Links Productive Skills based on Understanding of complex Literary and Information Texts and Topics

Students speak and write about grade-appropriate complex literary and informational texts and topics. They construct grade-appropriate oral and written claims and support them with reasoning and evidence. They create clear and coherent grade-appropriate speech and text.	
Speaking	Writing
S1.2 Describe information	W6.1 Write sentences to summarize
S2.2 Describe purpose use or feature using words phrases or sentences	W6.3 Write simple sentences to interpret or analyze
S3.2 Describe people locations and scenery	W6.6 Write simple sentences to explain
S5.1 Interpret narrate and paraphrase events using visual information	
S1.3 Interpret and analyze information	
S2.2 Describe purpose, use or feature using words phrases or sentences	
S4.2 Explain ideas and opinions	

Table 4: LAS Links Foundational Reading and Writing Skills

Foundational Skills	
Reading	Writing
R1.1 Identify rhyming words	W1 Copy words and sentences
R1.2 Apply letter-sound relationships to read English words	W2 Write letters numerals and words
R1.3 Apply letter-sound relationships to read English phonemes	
R1.4 Apply knowledge of morphemes and syntax to word meaning	
R1.5 Read words	
R1.6 Read simple texts appropriate to grade level	
R1.7 Understand print organization and concepts	
R2.1 Associate words with their representation	
R2.2 Classify words	

OVERVIEW OF THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS AND K-12 LITERACY STANDARDS

The CCR specify the following Strands: Reading Literacy, Writing, Foundation, Speaking and Listening. Each strand has a grade-specific articulation of what students should know and be able to do at the end of the school year to be on track for college and career. The breakdown of the number of CCR anchor standards is as follows:
- 10 standards represented in Reading and Writing Strands
- 6 standards in Speaking and Listening Strand
- 4 standards in Foundational Strand

Introduction from the Common Core State Standards Initiative Council of Chief State School Officers (CCSSO) to each of the sets of Anchor Standards by Strand is included here.

Introduction to CCR Reading Anchor Standards:

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts (stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements). By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.

Introduction to CCR Anchor Standards for Writing:

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Introduction to CCR Anchor Standards for Speaking and Listening:

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Introduction to CCR Anchor Standards for Reading Foundational Skills:

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts

across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

LAS LINKS AND THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS

The Tables 5-8 show a side by side analysis of the CCR anchor standards and the LAS Links Frameworks. They are intended to help teachers and administrators in their efficient curriculum and instruction in the context of College and Career Readiness Standards. The LAS Links Second Edition K-12 assessment framework focused on communicative and contextualized academic language. Teachers and administrators can use LAS Links data to tailor their curriculum and instruction to meet their students' needs within and across academic content areas. The LAS Links data can help educators build on students' language knowledge and functions, and ability to successful work with progressive cognitive complexity through grades K-12.

The Tables give teachers and administrators the overview they need to use LAS Links Second data as develop their students' skills progressively through the K-12 curriculum and grow greater student academic language proficiency and target content area strands: Foundational Skills; Language Arts, Social Studies, and History; and Mathematics, Science, and Technical Subjects.

LAS Links Second Edition K-12 student data provide information about students progression in the types of language function and tasks for communicative purposes in a required in the school and content learning. This information help teachers and administrators in the implementation of appropriate instruction and curriculum as their students develop the linguistic complexity of receptive and expressive language in the context of the content and language demands their students need to meet college and career readiness expectations.

This document also includes a complete set of the K-12 Literacy Standards (See Appendix A). The Full K-12 Literacy Standards is a graphic representation of the Common Core Standards and is included to give educators a context for LAS Links Second Edition K-12 Frameworks and an overview of student expectations throughout the K-12 years. Used with the LAS Links Second Edition Proficiency Level Descriptors, these standards constitute a powerful tool that can support instruction and planning.

REFERENCE:

Common Core State Standards and College and Career Readiness Anchor Standards © Common Core State Standards Initiative. **www.corestandards.org**

Table 5: Anchor Standards and LAS Links Frameworks for Reading

CCR Reading	Key Ideas and Details	LAS Links
Reading R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R2.3 Interpret words and phrases as they are used in text
Reading R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R3.1 Identify main ideas and R3.2 Identify supporting details
Reading R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	R3.3 Identify important literary features of text
	Craft and Structure:	
Reading R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R2.3 Interpret words and phrases as they are used in text
Reading R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	R3.4 Analyze the structure of texts
Reading R.6	Assess how point of view or purpose shapes the content and style of a text.	R3.5 Identify point of view tone and attitude
	Integration of Knowledge and Ideas:	
Reading R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]	R3.1 Identify main ideas
Reading R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	R3.2 Identify supporting details
Reading R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	R3.6 Read and Comprehend literary and informational texts
	Range of Reading and Level of Text Complexity:	
Reading R.10	Read and comprehend complex literary and informational texts independently and proficiently.	R3.6 Read and Comprehend literary and informational texts

Table 6: Anchor Standards and LAS Links Frameworks for Writing

CCR Writing	Text Types and Purposes:	LAS Links
Writing W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	W7.1 Write to describe, explain, report, compare, narrate, persuade or express ideas
Writing W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W6.3 Write simple sentences to interpret or analyze and W6.6 Write simple sentences to explain
Writing W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	W6.2 Write sentences to describe or narrate
	Production and Distribution of Writing:	
Writing W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W3.1 - 3.11 Grammar - Use articles, pronouns, conjunctions, auxiliary verbs; Use appropriate prepositional phrases; Distinguish and use adjectives and adverbs; Demonstrate correct use of singular and plural and subject/verb agreement and W4.1 - 4.6 Language Conventions - use appropriate capitalization and punctuation
Writing W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W6.3 Write simple sentences to interpret or analyze
Writing W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W7.1 Write to describe, explain, report, compare, narrate, persuade or express
	Research to Build and Present Knowledge:	
Writing W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W7.1 Write to describe, explain, report, compare, narrate, persuade or express ideas
Writing W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W6.1 Write sentences to summarize
Writing W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W6.1 Write sentences to summarize
	Range of Writing:	
Writing W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W7.1 Write to describe, explain, report, compare, narrate, persuade or express ideas

Table 7: Anchor Standards and LAS Links Frameworks for Speaking and Listening

CCR Speaking/Listening	Comprehension and Collaboration:	LAS Links
Speaking and Listening SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	S1.5 Express opinions and preferences; S1.6 Make requests
Speaking and Listening SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	S1.3 Interpret and analyze information; S1.1 Provide information
Speaking and Listening SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	S1.7 Ask questions request clarification and negotiate for understanding
	Presentation of Knowledge and Ideas:	
Speaking and Listening SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	S2.2 Describe purpose, use or feature using words phrases or sentences
Speaking and Listening SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	S2.3 Identify an academic or social situation and describe it using sentences and S5.1 Interpret narrate and paraphrase events using visual information
Speaking and Listening SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	S3.2 Describe people locations and scenery;S4.2 Explain ideas and opinions; S2.2 Describe purpose, use or feature using words phrases or sentences

Table 8: Anchor Standards and LAS Links Frameworks for Kindergarten Reading Foundational

CCR RF	Print Concepts:	LAS Links
Reading FK.1	Demonstrate understanding of the organization and basic features of print.	R1.7 Understand print organization and concepts
Reading FK.1A	Follow words from left to right, top to bottom, and page by page.	R1.2 Apply letter-sound relationships to read English words
Reading FK.1B	Recognize that spoken words are represented in written language by specific sequences of letters.	R1.3 Apply letter-sound relationships to read English phonemes
Reading FK.1C	Understand that words are separated by spaces in print.	R1.4 Apply knowledge of morphemes and syntax to word meaning
Reading FK.1D	Recognize and name all upper- and lowercase letters of the alphabet.	R2.1 Associate words with their representation
	Phonological Awareness:	
Reading FK.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	R1.3 Apply letter-sound relationships to read English phonemes
Reading FK.2A	Recognize and produce rhyming words.	R1.1 Identify rhyming words
Reading FK.2B	Count, pronounce, blend, and segment syllables in spoken words.	R1.3 Apply letter-sound relationships to read English phonemes
Reading FK.2C	Blend and segment onsets and rimes of single-syllable spoken words.	R1.3 Apply letter-sound relationships to read English phonemes
Reading FK.2D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	R1.3 Apply letter-sound relationships to read English phonemes
Reading FK.2E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	R1.3 Apply letter-sound relationships to read English phonemes
	Phonics and Word Recognition:	
Reading FK.3	Know and apply grade-level phonics and word analysis skills in decoding words.	R2.2 Classify words
Reading FK.3A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	R1.3 Apply letter-sound relationships to read English phonemes
Reading FK.3B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	R1.3 Apply letter-sound relationships to read English phonemes
Reading FK.3C	Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*,*does*).	R1.5 Read words
Reading FK.3D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	R1.5 Read words
	Fluency:	
Reading FK.4	Read emergent-reader texts with purpose and understanding.	R1.6 Read simple texts appropriate to grade level

Appendix A (Kindergarten) – Full K-12 Literacy Standards (Common Core State Standards)

	Print Concepts:
Reading FK.1	FK.1 Demonstrate understanding of the organization and basic features of print.
Reading FK.1A	FK.1A Follow words from left to right, top to bottom, and page by page.
Reading FK.1B	FK1B Recognize that spoken words are represented in written language by specific sequences of letters.
Reading FK.1C	Understand that words are separated by spaces in print.
Reading FK.1D	Recognize and name all upper- and lowercase letters of the alphabet.
	Phonological Awareness:
Reading FK.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Reading FK.2A	Recognize and produce rhyming words.
Reading FK.2B	Count, pronounce, blend, and segment syllables in spoken words.
Reading FK.2C	Blend and segment onsets and rimes of single-syllable spoken words.
Reading FK.2D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
Reading FK.2E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	Phonics and Word Recognition:
Reading FK.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Reading FK.3A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
Reading FK.3B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
Reading FK.3C	Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
Reading FK.3D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	Fluency:
Reading FK.4	Read emergent-reader texts with purpose and understanding.

Appendix A (Grades 1-5) – Full K-12 Literacy Standards (Common Core State Standards)

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Reading Literature	**Reading Literature**	**Reading Literature**	**Reading Literature**	**Reading Literature**
Key Ideas and Details	*Key Ideas and Details*	*Key Ideas and Details*	*Key Ideas and Details*	*Key Ideas and Details*
1. Ask and answer questions about key details in a text.	**1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	**1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters, settings, and major events in a story, using key details.	**3.** Describe how characters in a story respond to major events and challenges.	**3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	**4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	**4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**5.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Reading Literature	**Reading Literature**	**Reading Literature**	**Reading Literature**	**Reading Literature**
Integration of Knowledge and Ideas	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*
6. Identify who is telling the story at various points in a text.	**6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**6.** Distinguish their own point of view from that of the narrator or those of the characters.	**6.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**6.** Describe how a narrator's or speaker's point of view influences how events are described.
7. Use illustrations and details in a story to describe its characters, setting, or events.	**7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**7.** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
9. Compare and contrast the adventures and experiences of characters in stories.	**9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
a. With prompting and support, students will make cultural connections to text and self.		**9.** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**9.** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	*Range of Reading and Level of Text Complexity*	*Range of Reading and Level of Text Complexity*	*Range of Reading and Level of Text Complexity*	*Range of Reading and Level of Text Complexity*
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**10.** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Reading Informational	Reading Informational	Reading Informational	Reading Informational	Reading Informational
Key Ideas and Details	*Key Ideas and Details*	*Key Ideas and Details*	*Key Ideas and Details*	*Key Ideas and Details*
		1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	**2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	**4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	**4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**6.** Describe how a narrator's or speaker's point of view influences how events are described. a. Recognize and describe how an author's background and culture affect his or her perspective.	**6.** Distinguish their own point of view from that of the author of a text.	**6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Reading Informational	Reading Informational	Reading Informational	Reading Informational	Reading Informational
Integration of Knowledge and Ideas	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**8.** Explain how an author uses reasons and evidence to support particular points in a text.	**8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**9.** Compare and contrast the most important points and key details presented in two texts on the same topic.	**9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	*Range of Reading and Level of Text Complexity*	*Range of Reading and Level of Text Complexity*	*Range of Reading and Level of Text Complexity*	*Range of Reading and Level of Text Complexity*
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	**10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	**10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Foundational	**Foundational**	**Foundational**	**Foundational**	**Foundational**
Print Concepts				
1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				
Phonological Awareness				
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				
Phonics and Word Recognition	*Phonics and Word Recognition*	*Phonics and Word Recognition*	*Phonics and Word Recognition*	*Phonics and Word Recognition*
		3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic

		words.	words in context and out of context.	words in context and out of context.
Grade 1 students:	**Grade 2 students:**	**Grade 3 students:**	**Grade 4 students:**	**Grade 5 students:**
Foundational	**Foundational**	**Foundational**	**Foundational**	**Foundational**
Fluency	*Fluency*	*Fluency*	*Fluency*	*Fluency*
		4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Writing	**Writing**	**Writing**	**Writing**	**Writing**
Text Types and Purposes	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to	**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
			the information or explanation presented.	
Writing	**Writing**	**Writing**	**Writing**	**Writing**
Text Types and Purposes	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	*Production and Distribution of Writing*	*Production and Distribution of Writing*	*Production and Distribution of Writing*	*Production and Distribution of Writing*
		4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)	**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Writing	**Writing**	**Writing**	**Writing**	**Writing**
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge	***Research to Build and Present Knowledge***	***Research to Build and Present Knowledge***	***Research to Build and Present Knowledge***	***Research to Build and Present Knowledge***
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	**7.** Conduct short research projects that build knowledge about a topic.	**7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**8.** Recall information from experiences or gather information from provided sources to answer a question.	**8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Writing	Writing	Writing	Writing	Writing
		9. (Begins in grade 4)	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Range of Writing		*Range of Writing*	*Range of Writing*	*Range of Writing*
10. (Begins in grade 3)	**10.** (Begins in grade 3)	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Speaking/Listening	Speaking/Listening	Speaking/Listening	Speaking/Listening	Speaking/Listening
Comprehension and Collaboration	*Comprehension and Collaboration*	*Comprehension and Collaboration*	*Comprehension and Collaboration*	*Comprehension and Collaboration*
1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds.	**1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds.	**1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. e. Seek to understand and communicate with individuals from different cultural backgrounds.		
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	**3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
Grade 1 students:	**Grade 2 students:**	**Grade 3 students:**	**Grade 4 students:**	**Grade 5 students:**
Speaking/Listening	**Speaking/Listening**	**Speaking/Listening**	**Speaking/Listening**	**Speaking/Listening**
Presentation of Knowledge and Ideas	*Presentation of Knowledge and Ideas*	*Presentation of Knowledge and Ideas*	*Presentation of Knowledge and Ideas*	*Presentation of Knowledge and Ideas*
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	**5.** Add drawings or other visual displays to descriptions as desired to provide additional detail. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1and 3 for specific expectations.)	**6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	**6.** Speak audibly and express thoughts, feelings, and ideas clearly. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Language	Language	Language	Language	Language
Conventions of Standard English	*Conventions of Standard English*	*Conventions of Standard English*		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). d. 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). e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions (e.g., and, but, or, so, because). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., during, beyond, toward). i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Language	Language	Language	Language	Language
Conventions of Standard English	*Conventions of Standard English*			
a. Capitalize dates and names of people.	a. Capitalize holidays, product names, and geographic names.			
b. Use end punctuation for sentences.	b. Use commas in greetings and closings of letters.			
c. Use commas in dates and to separate single words in a series.	c. Use an apostrophe to form contractions and frequently occurring possessives.			
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	d. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).			
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
Knowledge of Language				
3. (Begins in grade 2)	**3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
	a. Compare formal and informal uses of English.			

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Language	Language	Language	Language	Language
Vocabulary Acquisition and Use	*Vocabulary Acquisition and Use*			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.			
a. Use sentence-level context as a clue to the meaning of a word or phrase.	a. Use sentence-level context as a clue to the meaning of a word or phrase.			
b. Use frequently occurring affixes as a clue to the meaning of a word.	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).			
c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).			
	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).			
	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	**5.** Demonstrate understanding of word relationships and nuances in word meanings.			

Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Language	Language	Language	Language	Language
Vocabulary Acquisition and Use	*Vocabulary Acquisition and Use*			
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).			
b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).			
c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).				
d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.				
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	**6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).			

Appendix A (Grades 6-12) – Full K-12 Literacy Standards (Common Core State Standards)

Grade 6 students:	Grade 7 students:	Grade 8 students:	Grade 9-10 students:	Grade 11-12 students:
Reading Literature	**Reading Literature**	**Reading Literature**	**Reading Literature**	**Reading Literature**
Key Ideas and Details	*Key Ideas and Details*	*Key Ideas and Details*	*Key Ideas and Details*	*Key Ideas and Details*
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	**2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**4.** 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 and tone, including analogies or allusions to other texts.	**4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Grade 6 students:	Grade 7 students:	Grade 8 students:	Grade 9-10 students:	Grade 11-12 students:
Reading Literature	**Reading Literature**	**Reading Literature**	**Reading Literature**	**Reading Literature**
Craft and Structure	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**5.** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Explain how an author develops the point of view of the narrator or speaker in a text. a. Explain how an author's geographic location or culture affects his or her perspective.	**6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. Analyze stories, drama, or poems by authors who represent diverse world cultures.	**6.** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.	**6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**7.** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). a. Analyze works by authors or artists who represent diverse world cultures.	**7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.

Grade 6 students:	Grade 7 students:	Grade 8 students:	Grade 9-10 students:	Grade 11-12 students:
Reading Literature	**Reading Literature**	**Reading Literature**	**Reading Literature**	**Reading Literature**
Integration of Knowledge and Ideas	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	**9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	***Range of Reading and Level of Text Complexity***	***Range of Reading and Level of Text Complexity***	***Range of Reading and Level of Text Complexity***	***Range of Reading and Level of Text Complexity***
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	**10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Grade 6 students:	Grade 7 students:	Grade 8 students:	Grade 9-10 students:	Grade 11-12 students:
Reading Informational	**Reading Informational**	**Reading Informational**	**Reading Informational**	**Reading Informational**
Key Ideas and Details	*Key Ideas and Details*	*Key Ideas and Details*	*Key Ideas and Details*	*Key Ideas and Details*
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	**2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	**2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*	*Craft and Structure*
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	**5.** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**6.** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**6.** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**	**Grade 9-10 students:**	**Grade 11-12 students:**
Reading Informational	Reading Informational	Reading Informational	Reading Informational	Reading Informational
Integration of Knowledge and Ideas	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*	*Integration of Knowledge and Ideas*
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	**7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**8.** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	**9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	**9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	**9.** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	**9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**	**Grade 9-10 students:**	**Grade 11-12 students:**
Reading Informational	Reading Informational	Reading Informational	Reading Informational	Reading Informational
Range of Reading and Level of Text Complexity	***Range of Reading and Level of Text Complexity***	***Range of Reading and Level of Text Complexity***	***Range of Reading and Level of Text Complexity***	***Range of Reading and Level of Text Complexity***
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	**10.** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Grade 6 students:	Grade 7 students:	Grade 8 students:	Grade 9-10 students:	Grade 11-12 students:
Writing	**Writing**	**Writing**	**Writing**	**Writing**
Text Types and Purposes	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Grade 6 students:	Grade 7 students:	Grade 8 students:	Grade 9-10 students:	Grade 11-12 students:
Writing	**Writing**	**Writing**	**Writing**	**Writing**
Text Types and Purposes	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the

				information or explanation presented (e.g., articulating implications or the significance of the topic).
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**	**Grade 9-10 students:**	**Grade 11-12 students:**
Writing	**Writing**	**Writing**	**Writing**	**Writing**
Text Types and Purposes	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*	*Text Types and Purposes*
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Adapt voice, awareness of audience, and use of language to

				accommodate a variety of cultural contexts.
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**	**Grade 9-10 students:**	**Grade 11-12 students:**
Writing	**Writing**	**Writing**	**Writing**	**Writing**
Production and Distribution of Writing	*Production and Distribution of Writing*	*Production and Distribution of Writing*	*Production and Distribution of Writing*	*Production and Distribution of Writing*
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	**6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	*Research to Build and Present Knowledge*	*Research to Build and Present Knowledge*	*Research to Build and Present Knowledge*	*Research to Build and Present Knowledge*
7. Conduct short research projects to answer a question, drawing on several sources and	**7.** Conduct short research projects to answer a question, drawing on several sources and generating	**7.** Conduct short research projects to answer a question (including a self-generated	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-

refocusing the inquiry when appropriate.	additional related, focused questions for further research and investigation.	question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a. Explore topics dealing with different cultures and world viewpoints.	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a. Explore topics dealing with different cultures and world viewpoints.
Research to Build and Present Knowledge	*Research to Build and Present Knowledge*	*Research to Build and Present Knowledge*	*Research to Build and Present Knowledge*	*Research to Build and Present Knowledge*
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grade 6 students:	Grade 7 students:	Grade 8 students:	Grade 9-10 students:	Grade 11-12 students:
Writing	**Writing**	**Writing**	**Writing**	**Writing**
Research to Build and Present Knowledge	*Research to Build and Present Knowledge*	*Research to Build and Present Knowledge*	*Research to Build and Present Knowledge*	*Research to Build and Present Knowledge*
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
Range of Writing	*Range of Writing*	*Range of Writing*	*Range of Writing*	*Range of Writing*
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.