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PURPOSE

The following English Language Arts Curriculum has been developed to assist teachers and administrators in the Diocese of Spokane. This document shall be localized by each school, including the integration of our Catholic Identity. The standards are aligned with the Common Core State Standards and are individually referenced, Reading Standards for Literature (RL), Reading Standards for Informational Text (RI), Reading Standards: Foundational Skills (RF), Writing Standards (W), Speaking and Listening Standards (SL), Language Standards (L).

PHILOSOPHY

In keeping with our Catholic faith, the Diocese of Spokane strives to form students who are literate individuals. Literacy is a life-long process which cultivates an understanding of God and the complexities of the world. Literacy provides students with the opportunities and resources to pursue life goals and participate fully as informed, productive members of the Church and society. Through the studies of literature and communication students master the standards in reading, writing, speaking, listening, and language.

GOALS

In accordance with the above philosophy, each student will...

- read, write, and communicate clearly and effectively for a variety of purposes and audiences
- comprehend as well as critique
- respond to varying demands of audience, task, purpose, and discipline
- use relevant evidence to support writing and speaking
- listen and observe to gain understanding
- use technology and digital media strategically, capably, and responsibly
- build strong content knowledge
- demonstrate independence through becoming self-directed learners
- come to understand other perspectives and cultures

KINDERGARTEN

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

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. Through extensive reading of 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. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Standard and Expectations	Common Core	SLE
Key ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	RL 1	
2. With prompting and support, retell familiar stories, (including Bible stories) including key details.	RL 2	
3. With prompting and support, identify characters, settings, and major events in a story.	RL 3	
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	RL 4	
5. Recognize common types of texts (e.g., storybooks, poems, labels, newspapers, etc.) <ul style="list-style-type: none"> • Distinguish between real and imaginary 	RL 5	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL 6	
Integration of Knowledge and Ideas (Comprehension Strategies)		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear. Apply comprehension strategies: <ul style="list-style-type: none"> • Use prior knowledge and context to predict and confirm word meaning with teacher guidance • Visualize images from what is read • Use pictures to make and confirm predictions • Make connections or identify similarities between text and self, from a variety of cultures (world) and genres (text) after read alouds and/or shared reading 	RL 7	
8. Not applicable to literature. Reference Reading Standards for Informational Text.	RL 8	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL 9	
Range of Reading and Level of Text Complexity		
10. Actively engage in reading activities with purpose and understanding.	RL 10	

Kindergarten**Reading Standards for Informational Text**

Standard and Expectations	Common Core	SLE
Key ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	RI 1	
2. With prompting and support, identify the main topic and retell key details of a text.	RI 2	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI 3	
Craft and Structures		
4. With prompting and support, ask and answer questions about unknown words in a text.	RI 4	
5. Identify the front cover, back cover, and title page of a book.	RI 5	
6. Name the author or source and illustrator/photographer of a text and define the role of each in presenting the ideas or information in a text.	RI 6	
Integration of Knowledge and Ideas (Comprehension Strategies)		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	RI 7	
8. With prompting and support, identify how an author uses reason and evidence to support particular points in a text.	RI 8	
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI 9	
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	RI 10	

Kindergarten**Reading Standards: Foundational Skills**

Standard and Expectations	Common Core	SLE
Print Concepts		
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page Recognize that spoken words are represented in written language by specific sequences of letters Understand that words are separated by spaces in print Recognize and name all upper- and lowercase letters of the alphabet Recognize first and last name in print 	FS 1	
Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> Recognize and produce rhyming words Count, pronounce, blend, and segment syllables in spoken words Blend and segment single-syllable spoken words (onsets and rimes) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) 	FS 2	

<p>words (does not include CVCs ending with /l/, /r/, or /x/)</p> <ul style="list-style-type: none"> • Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words 		
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words in isolation or in context.</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or common sound for each consonant (phoneme grapheme correspondence) • Associate the long and short sounds with common spellings (graphemes) for the five major vowels • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>) • Distinguish between similarly spelled words by identifying the sounds of the letters that differ 	FS 3	
Fluency		
<p>4. Read emergent-reader texts with purpose and understanding.</p> <ul style="list-style-type: none"> • Reread familiar text to gain confidence and pace 	FS 4	

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 tasks, purposes, and audiences.

Note on range and content of student 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.

Standard and Expectations	Common Core	SLE
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces which tell a reader the topic or the name of the book that is being written about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	W 1	
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts stating what is being written about and supply some information about the topic.	W 2	
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W 3	
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.	W 4	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W 5	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W 6	
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W 7	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W 8	
9. (Begins in grade 3)	W 9	
Range of Writing		
10. Write routinely over extended time frames.	W 10	

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Note on range and content of student 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 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

Kindergarten**Speaking and Listening Standards**

Standards and Expectations	Common Core	SLE
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in groups of various size. <ul style="list-style-type: none"> • Follow rules for discussions (e.g., listening to others, taking turns and speaking about the topics and texts under discussion) and oral directions • Continue a conversation through multiple exchanges • Respond to verbal and nonverbal cues associated with a situation 	SL 1	
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	SL 2	
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL 3	
Presentation of Knowledge and Ideas		
4. Describe and identify familiar people, places, things, and events and, with prompting and support, make connections and provide additional detail.	SL 4	
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL 5	
6. Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences.	SL 6	

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard and Expectations	Common Core	SLE
Language Standards (Conventions of Standard English)		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Print upper- and lowercase letters • Define, identify, and use frequently occurring nouns, verbs, and pronouns • Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) • Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>) • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>) • Produce and expand complete sentences in shared language activities 	L 1	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun <i>I</i> • Recognize and name end punctuation • Write a letter or letters for most consonant and short-vowel sounds (phonemes) • Spell simple words phonetically, drawing on knowledge of sound-letter relationships 	L 2	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	L 3	
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>) • Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word 	L 4	
<p>5. With guidance and support from adults, explore word relationships and distinctions in word meanings.</p> <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) • Identify real-life connections between words and their use • Distinguish among similar verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings 	L 5	
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	L 6	

GRADE ONE

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

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. Through extensive reading of 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. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 1

Reading Standards for Literature

Standard and Expectations	Common Core	SLE
Key ideas and Details		
1. Ask and answer <i>who, what, where, when, why</i> and <i>how</i> questions about key details in a text.	RL 1	
2. Retell stories (including Bible stories) containing key details, and demonstrate understanding of their central message or lesson.	RL 2	
3. Describe characters, settings, and major events in a story, using key details.	RL 3	
Craft and Structure		
4. Identify words and phrases in text that suggest feelings or appeal to the senses.	RL 4	
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. <ul style="list-style-type: none"> • Distinguish between real and imaginary 	RL 5	
6. Identify who is telling the story at various points in a text.	RL 6	
Integration of Knowledge and Ideas (Comprehension Strategies)		
7. Use illustrations and details in a story to describe characters, setting, or events. <p>Apply comprehension strategies:</p> <ul style="list-style-type: none"> • Use prior knowledge and context to predict and confirm word meaning with teacher guidance • Visualize images from what is read • Use pictures to make and confirm predictions • Make connections or identify similarities between text and self, from a variety of cultures (world) and genres (text) after read alouds and/or shared reading 	RL 7	
8. Not applicable to literature. Reference Reading for Informational Text.	RL 8	
9. Compare and contrast the adventures and experiences of characters in stories.	RL 9	
Range of Reading and Level of Text Complexity		
10. With prompting and support, read a variety of texts of appropriate complexity with purpose and understanding.	RL 10	

Grade 1**Reading Standards for Informational Text**

Standard and Expectations	Common Core	SLE
Key ideas and Details		
1. Ask and answer questions about key details in a text.	RI 1	
2. Identify the main topic and retell key details of a text.	RI 2	
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI 3	
Craft and Structures		
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI 4	
5. Know and use various text features (e.g., heading, table of contents, glossary, electronic menu, icons, word bank, labels) to locate key facts or information in a text.	RI 5	
6. Utilize information provided by pictures, other illustrations and information provided by a text.	RI 6	
Integration of Knowledge and Ideas		
7. Use the illustrations/photographs and details in a text to describe its key ideas.	RI 7	
8. Identify how an author or publisher uses reasons and evidence to support particular points in a text. <ul style="list-style-type: none"> With teacher guidance distinguish between fact and opinion 	RI 8	
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI 9	
Range of Reading and Level of Text Complexity		
10. With prompting and support, set goals, and read informational texts appropriately complex for grade 1.	RL 10	

Grade 1**Reading Standards: Foundational Skill**

Standard and Expectations	Common Core	SLE
Print Concepts		
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) 	FS 1	
Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words Orally produce single-syllable words by blending sounds (phonemes), including consonant blends Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) 	FS 2	

<ul style="list-style-type: none"> • Add, delete, and/or substitute one phoneme for another in initial, medial and final positions to make a new word • Decode words in isolation or in context following common vowel patterns 		
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Know the spelling-sound correspondence for common consonant digraphs • Decode regularly spelled one-syllable words • Use rhyme/word families to decode words • Know final -e and common vowel team conventions for representing long vowel sounds • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word • Decode two-syllable words following basic patterns by breaking the words into syllables • Read compound words, contractions and words with inflectional endings • Read grade-appropriate irregularly spelled words (high frequency and/or sight words) 	RF 3	
Fluency		
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings • Use context to confirm or self-correct, word recognition and understanding, rereading as necessary 	RF 4	

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 tasks, purposes, and audiences.

Note on range and content of student 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.

Grade 1**Writing Standards**

Standard and Expectations	Common Core	SLE
Text Types and Purposes		
1. Write opinion pieces, introducing the topic or name the book which is being written about, state an opinion, supply a reason for the opinion that matches the topic sentence and provide some sense of closure.	W 1	
2. Write informative/explanatory texts which name a topic, supply some facts about the topic, and provide some sense of closure.	W 2	
3. Write narratives in which 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.	W 3	
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.	W 4	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W 5	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W 6	
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).	W 7	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W 8	
9. (Begins in grade 3)	W 9	
Range of Writing		
10. Write routinely over extended time frames.	W 10	

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Note on range and content of student 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 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

Grade 1**Speaking and Listening Standards**

Standards and Expectations	Common Core	SLE
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> • Follow rules for discussions (e.g., listening to others, taking turns, and speaking about the topics and texts under discussion) and oral directions • Continue a conversation through multiple exchanges • Respond to verbal and nonverbal cues associated with a situation 	SL 1	
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	SL 2	
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL 3	
Presentation of Knowledge and Ideas		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL 4	
5. Add drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings.	SL 5	
6. Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences.	SL 6	

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 1

Language Standards

Standard and Expectations	Common Core	SLE
Language Standards (Conventions of Standard English)		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Print upper- and lowercase letters using correct letter formation and spacing • Define, identify, and use frequently occurring nouns, verbs, and pronouns • Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) • Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>) • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>) • Produce and expand complete sentences in shared and independent language activities 	L 1	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize the first word in a sentence, the pronoun <i>I</i> and proper nouns • Recognize, name and use end punctuation • Write a letter or letters for most consonant and short-vowel sounds (phonemes) • Spell simple words phonetically, drawing on knowledge of sound-letter relationships 	L 2	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L 3	
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content. <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or a phrase • Use frequently occurring affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of a word • Identify frequently occurring root words and their inflectional forms (e.g. <i>look, looks, looking</i>) 	L 4	
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> • Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent • Define words by category and by one or more key attributes (e.g. a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes) • Identify real-life connections between words and their use • Distinguish among meanings of similar verbs (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g. <i>large, gigantic</i>) by defining or choosing them or acting out the meanings 	L 5	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g. <i>because</i>).	L 6	

GRADE TWO

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

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. Through extensive reading of 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. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 2

Reading Standards for Literature

Standard and Expectations	Common Core	SLE
Key ideas and Details		
1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	RL 1	
2. Recount stories (including Bible stories) from diverse cultures and determine their central message, lesson, or moral.	RL 2	
3. Describe how characters in a story respond to major events and challenges.	RL 3	
Craft and Structure		
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL 4	
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL 5	
6. Acknowledge differences in the points of view of characters.	RL 6	
Integration of Knowledge and Ideas		
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Apply comprehension strategies:</p> <ul style="list-style-type: none"> • Use prior knowledge and context to predict and confirm word meaning with teacher guidance • Visualize images from what is read • Make inferences and predictions using prior knowledge • Make connections or identify similarities between text and self, from a variety of cultures (world) and genres (text) • Use new vocabulary to comprehend text 	RL 7	
8. Not applicable to literature. Reference Reading for Informational Text.	RL 8	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL 9	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories and poetry, with scaffolding as needed at the high end of the range.	RL10	

Grade 2

Reading Standards for Informational Text

Standard and Expectations	Common Core	SLE
Key ideas and Details		
1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	RI 1	
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RI 2	
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps for technical procedures in a text.	RI 3	
Craft and Structures		
4. Determine the meaning of general academic and content-specific words and phrases in a text.	RI 4	
5. Know and use various text features (e.g., captions, bold print, subheadings, glossary, indexes, electronic menu, icons, word banks) to locate key facts or information in a text efficiently.	RI 5	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI 6	
Integration of Knowledge and Ideas(Comprehension Strategies)		
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI 7	
8. Identify how an author or publisher uses reasons and evidence to support particular points in a text. <ul style="list-style-type: none"> • Distinguish between fact and opinion 	RI 8	
9. Compare and contrast the most important points presented by two texts on the same topic.	RI 9	
Range of Reading and Level of Text Complexity		
10. By the end of year, read and comprehend informational text independently and proficiently.	RL 10	

Grade 2

Reading Standards: Foundations Skills

Standard and Expectations	Common Core	SLE
Phonics and Word Recognition		
1. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words • Know spelling-sound correspondences for additional common vowel teams • Decode regularly spelled two-syllable words with long vowels • Decode words with common prefixes and suffixes • Identify words with inconsistent but common spelling-sound correspondences • Read grade-appropriate irregularly spelled words (high-frequency words by sight) 	FS 1	
Fluency		
2. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read on-level text with purpose and understanding • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	FS 2	

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 tasks, purposes, and audiences.

Note on range and content of student 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.

Grade 2

Writing Standards

Standard and Expectations	Common Core	SLE
Text Types and Purposes		
1. Write opinion pieces in which introduce the topic or book being written about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section that matches the topic sentence.	W 1	
2. Write informative/explanatory texts in which introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W 2	
3. Write narratives in which recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use time-order words to signal event order, and provide a sense of closure.	W 3	
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.	W 4	
5. With guidance and support, focus on a topic, pre-write, draft, and revise to strengthen writing.	W 5	
6. With guidance and support, use a variety of digital tools to produce and publish writing.	W 6	
Research to Build and Present Knowledge		
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).	W 7	
8. Recall information from experiences or gather information from provided sources to answer a question.	W 8	
9. (Begins in grade 3)	W 9	
Range of Writing		
10. Write routinely over extended time frames.	W 10	

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Note on range and content of student 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 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

Grade 2

Speaking and Listening Standards

Standard and Expectation	Common Core	SLE
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> • Follow 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) and oral directions • Initiate and build on others’ discussion in conversations by linking their comments to the remarks of others • Ask for clarification and further explanation as needed about the topics and texts under discussion • Respond to verbal and nonverbal cues associated with a situation 	SL 1	
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL 2	
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.	SL 3	
Presentation of Knowledge and Ideas		
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details and content vocabulary, speaking audibly in coherent sentences.	SL 4	
5. Utilize technology to enhance oral presentations of stories or poems, add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings (e.g., create audio recordings, simple power point presentations, chart/graph).	SL 5	
6. Speak in complete sentences when appropriate to a task and situation in order to provide requested detail or clarification.	SL 6	

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard and Expectations	Common Core	SLE
Language Standards (Conventions of Standard English)		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Write using correct letter formation and spacing • Use collective nouns (e.g., <i>group</i>) • Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>) • Use reflexive and/or possessive pronouns (e.g., <i>myself, ourselves, mine, our</i>) • Form and use the past tense of frequently occurring regular and irregular verbs (e.g., <i>sat, hid, told</i>) • Define, identify, and use adjectives and adverbs • Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>) 	L 1	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize proper nouns • Use commas in a series, in greetings, and closings of letters • Use an apostrophe to form contractions and frequently occurring possessives • Spell high frequency words correctly and use phonetic approximations for unfamiliar words • Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>) • Consult reference materials as needed to check and correct spellings 	L 2	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Compare formal and informal uses of English 	L 3	
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>) • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>) • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). • Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases 	L 4	
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	L 5	

<p>Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)</p> <ul style="list-style-type: none"> Distinguish among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>) 		
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	L 6	

GRADE THREE

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

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. Through extensive reading of 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. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 3

Reading Standards for Literature

Standards & Expectations	Common Core	SLE
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.	RL 1	
2. Retell stories, including fables, folktales, myths, and Bible stories from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL 2	
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL 3	
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (figurative). Describe how words and phrases supply rhythm and meaning in a story, poem, or song (e.g. regular beats, alliteration, rhymes, repeated lines).	RL 4	
5. Describe how each successive part of a literary text relates to earlier parts using terms such as chapter, scene, or stanza.	RL 5	
6. Distinguish personal point of view from that of the narrator or those of the characters. Distinguish between fact and opinion.	RL 6	
Integration of Knowledge and Ideas		
7. Explain how visual and multi-media interpretations contribute to the meaning of a text (create mood, emphasize aspects of character or setting).	RL 7	
8. Not applicable to literature. Reference Reading Standards for Informational Text.	RL 8	
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).	RL 9	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry independently and proficiently.	RL 10	

Grade 3**Reading Standards for Informational Text**

Standards & Expectations	Common Core	SLE
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.	RI 1	
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI 2	
3. Use language that pertains to time, sequence, and cause/effect to describe the relationship of events and data in informational text.	RI 3	
Craft and Structure		
4. Determine the meaning of general academic and content-specific words and phrases in a text.	RI 4	
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	RI 5	
6. Distinguish own point of view from that of the author of a text.	RI 6	
Integration of Knowledge and Ideas		
7. Use information from illustrations (e.g., charts, graphs, maps, and photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI 7	
8. Describe how an author uses reasons and evidence to support particular points in a text.	RI 8	
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	RI 9	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, independently and proficiently.	RI 10	

Grade 3**Foundational Skills**

Standards & Expectations	Common Core	SLE
Phonics and Word Recognition		
1. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes • Decode words with common Latin suffixes • Decode multi-syllable words • Read grade-appropriate irregularly spelled words (high-frequency words by sight) 	RF 3	
Fluency		
2. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read on-level text with purpose and understanding • Read on-level text with accuracy, appropriate rate, and expression on successive readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	RF 4	

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 tasks, purposes, and audiences.

Note on range and content of student 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

Standards & Expectations	Common Core	SLE
Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> • Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons • Provide reasons that support the opinion • Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons • Provide a concluding statement or section 	W 1	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> • Introduce a topic and group related information together; include illustrations and text features when useful to aiding comprehension • Develop the topic with facts, definitions, and details • Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information • Provide a concluding statement or section 	W 2	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize a plot/event sequence that unfolds naturally • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • Use transitional words and phrases to signal event order • Provide a sense of closure • Develop a title that follows from the narrated experiences or events 	W 3	
Production and Distribution of Writing		
4. With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.	W 4	
5. With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3.</i>)	W 5	
6. Use legible manuscript and/or cursive writing with correct letter formation to produce and publish writing. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to collaborate with others.	W 6	
Research to Build and Present Knowledge		
7. Conduct research projects that build knowledge through investigation of different aspects of a topic through various media (e.g. text features and search tools).	W 7	

8. Gather information from print and digital sources. <ul style="list-style-type: none"> • Use background knowledge and prior experience • Take brief notes on sources • Sort evidence into provided categories • Summarize or paraphrase information in notes and finished work 	W 8	
9. Draw evidence from literary or informational texts to support reflection and research.	W 9	
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 content and discipline-specific tasks, purposes, and audiences.	W 10	

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Note on range and content of student 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 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.

Grade 3

Speaking and Listening Standards

Standards & Expectations	Common Core	SLE
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with various partners, building on others’ ideas and expressing views clearly. <ul style="list-style-type: none"> • 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 • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to other with care, speaking one at a time about the topics and texts under discussion), and carry out assigned roles • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others • Explain ideas and understanding in light of the discussion 	SL 1	
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.	SL 2	
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL 3	
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL 4	
5. Include multimedia components (e.g., posters, graphics, sound recordings) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL 5	
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <ul style="list-style-type: none"> • Respond appropriately to verbal and non-verbal cues 	SL 6	

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standards & Expectations	Common Core	SLE
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences • Form and use regular and irregular plural nouns • Use abstract nouns (e.g., peace, justice) • Form and use regular and irregular verbs • Form and use the simple verb tenses (e.g., I walked; I walk; I will walk) • Use subject-verb and pronoun-antecedent agreement • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified • Use coordinating and subordinating conjunctions • Produce simple, compound, and complex sentences 	L 1	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles • Use punctuation to separate items in a series • Use commas (addresses and quotation marks in dialogue) • Form and use possessives • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) • Use spelling patterns and generalizations (e.g., word-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words • Consult reference materials as needed to check and correct spellings 	L 2	
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases for effect • Recognize and observe differences between the conventions of spoken and written standard English • Identify subject and predict in a sentence 	L 3	
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases, choosing from a range of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat) • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) • Use resources (glossaries, dictionaries) both print and digital, to determine or clarify the precise meaning of key words and phrases 	L 4	
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Distinguish the literal and nonliteral meanings (figurative) of words and 	L 5	

phrases in context (e.g., take steps) <ul style="list-style-type: none"> • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) 		
6. Acquire and accurately use conversational, general academic and content-specific words and phrases.	L 6	

GRADE FOUR

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

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. Through extensive reading of 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. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 4**Reading Standards for Literature**

Standards & Expectations	Common Core	SLE
Key Ideas and Details		
1. Refer to details and examples when explaining what a text says and when drawing inferences.	RL 1	
2. Determine the theme of a literary text using details in the text (characters, plot and setting). Summarize the text.	RL 2	
3. Analyze the character, setting, and/or event in a story or drama, using specific details in the text (e.g., a character’s thoughts, words or actions).	RL 3	
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 or events.	RL 4	
5. Compare and contrast the structural elements of different literary genres (poems, drama, and prose).	RL 5	
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.	RL 6	
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.	RL 7	
8. Not applicable. Refer to Reading Standards for Informational Text.	RL 8	
9. Compare and contrast similar themes and topics (e.g., good vs. evil) and patterns of events (e.g., the quest) in stories, myths, Bible stories and traditional literature from different cultures.	RL 9	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry independently and proficiently.	RL 10	

Grade 4**Reading Standards for Informational Text**

Standards & Expectations	Common Core	SLE
Key Ideas and Details		
1. Explain what the text says and draw inferences from the text, using details and examples from the text.	RI 1	
2. Determine the main idea of a text and explain how it is supported by key details. Summarize the text.	RI 2	
3. Explain events, procedures, ideas, or concepts in informational text, including what happened and why, based on specific information in the text.	RI 3	
Craft and Structure		
4. Determine the meaning of general academic and content-specific words or phrases in a text.	RI 4	
5. Describe the structure of how events, ideas, concepts, argument, or information in a text or part of a text are presented (e.g., sentence structure, chronology, comparison, cause/effect, problem/solution).	RI 5	
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI 6	
Integration of Knowledge and Ideas		
7. Interpret information presented 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.	RI 7	
8. Explain how an author uses reasons and evidence to support particular points in a text.	RI 8	
9. Integrate information from more than one text on the same topic in order to write or speak about the subject knowledgeably.	RI 9	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts independently and proficiently.	RI 10	

Grade Level 4**Foundational Skills**

Standards & Expectations	Common Core	SLE
Phonics and Word Recognition		
1. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context	RF 3	
Fluency		
2. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none">• Read on-level text with purpose and understanding• Read on-level text with accuracy, appropriate rate, and expression on successive readings• Use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF 4	

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 tasks, purposes, and audiences.

Note on range and content of student 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.

Standards & Expectations	Common Core	SLE
Text Types and Purposes		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • 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 • Provide reasons that are supported by facts and details • Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition) • Provide a concluding statement or section related to the opinion presented 	W 1	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, text features, and multimedia when useful to aiding comprehension • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • Link ideas within categories of information using transitional words and phrases (e.g., another, for example, also, because) • Use precise language and content vocabulary to inform about or explain the topic • Provide a concluding statement or section related to the information or explanation presented 	W 2	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize a plot/ event sequence that unfolds naturally • Use dialogue and description to develop experiences and plot/events or show the responses of characters to situations • Use a variety of transitional words and phrases to manage the sequence of events • Use concrete words and phrases and sensory details to convey experiences and events precisely • Provide a conclusion and develop a title that follows from the narrated experiences or events 	W 3	
Production and Distribution of Writing		
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	W 4	
<p>5. With guidance and support, develop and strengthen writing as needed by planning, revising, and editing (<i>Editing for conventions should demonstrate command of Language Standards</i>).</p>	W 5	

<p>6. Use legible manuscript and/or cursive writing with correct letter formation to produce and publish writing. Use technology to produce and publish writing as well as to collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	W 6	
Research to Build and Present Knowledge		
<p>7. Conduct research projects that build knowledge through investigation of different aspects of a topic through various media.</p>	W 7	
<p>8. Gather information from print and digital sources.</p> <ul style="list-style-type: none"> • Use background knowledge and prior experience • Take brief notes on sources • Sort evidence into provided categories • Summarize or paraphrase information in notes and finished work 	W 8	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	W 9	
Range of Writing		
<p>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 content and discipline-specific tasks, purposes, and audiences.</p>	W 10	

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Note on range and content of student 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 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.

Grade 4

Speaking and Listening Standards

Standards & Expectations	Common Core	SLE
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with various partners, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> • 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 • Follow agreed-upon rules for discussions and carry out assigned roles • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion 	SL 1	
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 2	
3. Identify the reasons and evidence a speaker provides to support particular points. Recognize and understand point of view and persuasion in media.	SL 3	
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL 4	
5. Use multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL 5	
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <ul style="list-style-type: none"> • Respond appropriately to verbal and non-verbal cues 	SL 6	

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 4

Language Standards

Standards & Expectations	Common Core	SLE
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) • Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking) • Use helping verbs to convey various conditions (e.g., can, may, must) • Recognize and use linking verbs • Recognize that linking verbs connect the subject with the predicate noun, predicate pronoun, and predicate adjectives • Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). • Form and use prepositional phrases • Produce complete simple, complex, and compound sentences, recognizing and correcting inappropriate fragments and run-ons • Correctly use frequently confused words (e.g., to, too, two; there, their) 	L 1	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization • Use punctuation to separate items in a series • Use commas and quotation marks to mark direct speech and quotations from a text • Use a comma before a coordinating conjunction in a compound sentence • Recognize and use apostrophes for irregular plural possessives and contractions • Spell grade-appropriate words correctly, consulting references as needed 	L 2	
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely • Choose punctuation for effect • Differentiate between context that call for formal English (e.g., presenting ideas and situations where informal discourse is appropriate) (e.g., small-group discussion) • Identify subject and predict in a compound and complex sentence 	L 3	
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases, choosing from a range of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase (e.g., definitions, examples, or restatements in text) • Use common, grade-appropriate Greek and Latin affixes and roots as 	L 4	

<p>clues to the meaning of a word (e.g., telegraph, photograph, autograph)</p> <ul style="list-style-type: none"> • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases (e.g., dictionaries, glossaries, thesauruses) 		
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Explain the meaning of simple similes and metaphors in context (e.g., as pretty as a picture) • Recognize and explain the meaning of common idioms, adages, and proverbs • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) 	L 5	
<p>6. Acquire and use accurately general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	L 6	

GRADE FIVE

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

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. Through extensive reading of 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. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 5**Reading Standards for Literature**

Standards & Expectations	Common Core	SLE
Key Ideas and Details		
1. Explain accurately what a text says and draw inferences from the text using specific quotes.	RL 1	
2. Determine the theme of a literary text using details in the text, character analysis or author's purpose. Summarize the text.	RL 2	
3. Use specific details in a text to compare and contrast two or more characters, settings, or events in a literary text.	RL 3	
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Analyze the impact of a specific word choice on meaning and tone.	RL 4	
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text.	RL 5	
6. Analyze how a narrator's or speaker's point of view influences how events are described.	RL 6	
Integration of Knowledge and Ideas		
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, and poem).	RL 7	
8. Not applicable. Refer to Standards for Informational Text		
9. Compare and contrast stories in the same genre with similar themes and topics.	RL 9	
Range of Reading and Level of Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry independently and proficiently.	RL10	

Grade 5

Reading Standards for Informational Text

Standards & Expectations	Common Core	SLE
Key Ideas and Details		
1. Using specific quotes from a text explain what the text says and draw inferences from the text.	RI 1	
2. Determine more than one main idea of a text and explain how the main ideas are supported by key details. Summarize the text.	RI 2	
3. Explain cause and effect relationships between individuals, events, ideas, or concepts in informational text based on relevant information in the text.	RI 3	
Craft and Structure		
4. Determine the meaning of general academic and content-specific words and phrases in a text.	RI 4	
5. Compare and contrast the structure an author uses in his or her exposition or argument, including whether the structure makes points clear (e.g., chronology, comparison, cause/effect, and problem/solution).	RI 5	
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI 6	
Integration of Knowledge and Ideas		
7. Interpret information from multiple print or digital sources to answer to a question or develop understanding of a topic.	RI 7	
8. Evaluate how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RI 8	
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).	RI 9	
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, independently and proficiently.	RI 10	

Grade Level 5**Foundational Skills**

Standards & Expectations	Common Core	SLE
Phonics and Word Recognition		
1. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context	RF 3	
Fluency		
2. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none">• Read on-level text with purpose and understanding• Read on-level text with accuracy, appropriate rate, and expression on successive readings• Use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF 4	

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 tasks, purposes, and audiences.

Note on range and content of student 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.

Standards & Expectations	Common Core	SLE
Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> • 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 • Provide logically ordered reasons that are supported by facts and details • Use words, phrases, and clauses to link opinion and reasons • Provide a concluding statement or section related to the opinion presented 	W 1	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, text and multimedia when useful to aiding comprehension • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • Use words, phrases, and clauses to link ideas within and across categories of information • Use precise language and content-specific vocabulary to inform about or explain the topic • Provide a concluding statement or section related to the information or explanation presented 	W 2	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize a plot/event sequence that unfolds naturally • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations • Use a variety of transitional words, phrases, and clauses to manage the sequence of events • Use concrete words and phrases and sensory details to convey experiences and events precisely • Provide a conclusion that follows from the narrated experiences or events 	W 3	
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W 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.	W 5	
6. Use legible manuscript and/or cursive writing with correct letter formation to produce and publish writing.	W 6	

Use technology to produce and publish writing as well as to interact and collaborate with others. Demonstrate proficient keyboarding skills.		
Research to Build and Present Knowledge		
7. Conduct research projects that use several sources to build knowledge through investigation of different aspects of a topic. <ul style="list-style-type: none"> • Use text features and search tools to efficiently locate information relevant to a given topic 	W 7	
8. Gather relevant information from print, digital sources, and background knowledge; <ul style="list-style-type: none"> • Take notes on sources • Summarize or paraphrase information in notes and finished work • Provide a list of sources 	W 8	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W 9	
Range of Writing		
10. Write routinely over expended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of content and discipline-specific tasks, purposes, and audiences.	W10	

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Note on range and content of student 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 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.

Standards & Expectations	Common Core	SLE
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> • 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 • Follow agreed-upon rules for discussions and carry out assigned roles • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions 	SL 1	
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 2	
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Recognize and understand point of view and persuasion in media.	SL 3	
Presentation of Knowledge and Ideas		
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL 4	
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL 5	
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <ul style="list-style-type: none"> • Respond appropriately to verbal and non-verbal cues 	SL 6	

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 5

Language Standards

Standards & Expectations	Common Core	SLE
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) • Explain the function of conjunctions, prepositions, and interjections • Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked) • Use verb tense to convey various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense • Use correlative conjunctions (e.g., either/or, neither/nor) 	L 1	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Distinguish between semicolons and colons • Use a comma to separate an introductory element from the rest of the sentence • Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?) • Use underlining, quotation marks, or italics to indicate titles of works • Spell grade-appropriate words correctly, consulting references as needed 	L 2	
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style • Identify and compare the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems • Distinguish between simple and complete subject and simple and complete predicate in a sentence • Identify direct or indirect objects 	L 3	
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies. <ul style="list-style-type: none"> • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases 	L 4	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Interpret figurative language, including similes and metaphors, in context 	L 5	

<ul style="list-style-type: none"> • Recognize and explain the meaning of common idioms, adages, and proverbs • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words 		
<p>6. Acquire and use accurately grade-appropriate general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	L 6	

Grades Six-Eight

College and Career Readiness Anchor Standards for Reading

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

	Sixth	Seventh	Eighth
Common Core	Key Ideals and Details	Key Ideals and Details	Key Ideals and Details
RL 1	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 textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL 2	2. Determine a theme and central idea of a text and how it is conveyed through particular details. Provide summary of the text distinct from personal opinions or judgments.	2. Determine a theme and 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 and 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.
RL 3	3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond to change as the plot moves toward a resolution.	3. Analyze how a particular element 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 provide a decision.
SLE			
	Sixth	Seventh	Eighth
Common Core	Craft and Structure	Craft and Structure	Craft and Structure
RL 4	4. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meaning; 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.

RL 5	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 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.
RL 6	6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	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.
SLE			
	Sixth	Seventh	Eighth
Common Core	Integration of Knowledge and ideas	Integration of Knowledge and ideas	Integration of Knowledge and ideas
RL 7	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.
RL 8	8. Not applicable. Refer to Reading Standard for Informational Text	8. Not applicable. Refer to Reading Standard for Informational Text	8. Not applicable. Refer to Reading Standard for Informational Text
RL 9	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.
RL 10	10. By the end of the year, read and comprehend	10. By the end of the year, read and comprehend literature, including	10. By the end of the year, read and comprehend literature,

	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.	stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SLE			

Grades 6-8

Reading Standards for Informational Text

	Sixth	Seventh	Eighth
Common Core	Key Ideals and Details	Key Ideals and Details	Key Ideals and Details
RI 1	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.
RI 2	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.	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 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.
RI 3	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).
SLE			
Common Core	Craft and Structure	Craft and Structure	Craft and Structure
RI 4	4. Determine the meaning of words and phrases as they are used in a text, including figurative,	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

	connotative, and technical meanings.	technical meanings. Analyze the impact of a specific word choice on meaning and tone in a text.	technical meanings. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI 5	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.
RI 6	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.
SLE			
	Sixth	Seventh	Eighth
Common Core	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RI 7	7. Acquire and integrate information from different media or formats 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.	7. Evaluate the advantages and disadvantages of different mediums (e.g., print or digital text, video, multimedia) and select one to present a particular topic or idea.
RI 8	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.
RI 9	9. Integrate information from several texts on the same topic in order to write or speak about the	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on

	subject knowledgeably.	or advancing different interpretations of facts.	matters of fact or interpretation.
RI 10	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, with scaffolding as needed at the high end of the range.
SLE			

College and Career Readiness Anchor Standards for Writing

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 tasks, purposes, and audiences.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

	Sixth	Seventh	Eighth
Common Core	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes
W 1	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s) and organize the reasons and evidence clearly • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. • Establish and maintain a formal style • Provide a concluding statement or section that follows from the argument presented 	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims (counterclaims), and organize the reasons and evidence logically • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence • Establish and maintain a formal style • Provide a concluding statement or section that follows from and supports the argument presented 	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims (counterclaims), and organize the reasons and evidence logically • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • Establish and maintain a formal style • Provide a concluding statement or section that follows from and supports the argument presented
W 2	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • 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), 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • 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

	<p>headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <ul style="list-style-type: none"> • Develop the topic (thesis) with relevant facts, definitions, concrete details, quotations, or other information and examples (with proper citation documentation) • Use appropriate transitions to clarify the relationships among ideas and concepts • Use precise language and domain-specific vocabulary to inform about or explain the topic • Establish and maintain a formal style • Provide a concluding statement or section that follows from the information or explanation presented • Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type 	<p>and multimedia when useful to aiding comprehension</p> <ul style="list-style-type: none"> • Develop the topic (thesis) with relevant facts, definitions, concrete details, quotations, or other information and examples • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts • Use precise language and domain-specific vocabulary to inform about or explain the topic • Establish and maintain a formal style • Provide a concluding statement or section that follows from and supports the information or explanation presented • Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type 	<p>aiding comprehension</p> <ul style="list-style-type: none"> • Develop the topic (thesis) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Use precise language and domain-specific vocabulary to inform about or explain the topic • Establish and maintain a formal style • Provide a concluding statement or section that follows from and supports the information or explanation presented • Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type
W 3	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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 • Use narrative techniques, 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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 • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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 • Use narrative techniques, such as dialogue, pacing,

	<p>such as dialogue, pacing, and description, to develop experiences, events, and/or characters</p> <ul style="list-style-type: none"> • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events • Provide a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events • Provide a conclusion that follows from and reflects on the narrated experiences or events 	<p>description, and reflection, to develop experiences, events, and/or characters</p> <ul style="list-style-type: none"> • 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 • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events • Provide a conclusion that follows from and reflects on the narrated experiences or events
SLE			
<p>Students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. They should address increasingly demanding content and sources.</p>			
	Production and Distribution of Writing	Production and Distribution of Writing	Production and Distribution of Writing
W 4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W 5	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.	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.	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.

W 6	<p>6. Use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>6. Use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>6. Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>
SLE			
	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge
W 7	<p>7. Conduct research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>7. Conduct research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>7. Conduct research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
W 8	<p>8. Gather relevant information from multiple print and digital sources.</p> <p>Assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively.</p> <p>Assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively.</p> <p>Assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
W 9	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply <i>grade 6 Reading Standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems]; 	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply <i>grade 7 Reading Standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same 	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply <i>grade 8 Reading Standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from

	<p>historical novels and fantasy stories] in terms of their approaches to similar themes and topics”)</p> <ul style="list-style-type: none"> • Apply <i>grade 6 Reading Standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”) 	<p>period as a means of understanding how authors of fiction use or alter history”)</p> <ul style="list-style-type: none"> • Apply <i>grade 7 Reading Standards</i> 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”) 	<p>myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”)</p> <ul style="list-style-type: none"> • Apply <i>grade 8 Reading Standards</i> 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”)
W 10	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.
SLE			

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, 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—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively. 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. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

	Sixth	Seventh	Eighth
Common Core	Comprehension and Collaboration	Comprehension and Collaboration	Comprehension and Collaboration
SL 1	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing • Identify strengths and needs for improvement for self and group performance 	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed • Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed • Acknowledge new information expressed by others and, when warranted, modify their own views • Identify strengths and needs for improvement for self and group performance 	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher -led) with diverse partners on <i>topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed • Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented • Identify strengths and needs for improvement for self and group performance • Identify communication skills necessary in a chosen career area and simple techniques for successful interviews
SL 2	<p>2. Determine the main idea and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it</p>	<p>2. Interpret and analyze information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it</p>	<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)</p>

	contributes to a topic, text, or issue under study.	contributes to a topic, text, or issue under study.	Evaluate the motives (e.g., social, commercial, political) behind its presentation. Recognize that media producers make choices as they construct media (e.g. music, language, font, pictures).
SL 3	3. Delineate and evaluate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g. rhetoric, premises, links among ideas, word choice, points of emphasis, and tone).	3. Delineate and evaluate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g. rhetoric, premises, links among ideas, word choice, points of emphasis, and tone).	3. Delineate and evaluate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced (e.g. rhetoric, premises, links among ideas, word choice, points of emphasis, and tone).
SLE			
	Presentation and Knowledge and Ideas	Presentation and Knowledge and Ideas	Presentation and Knowledge and Ideas
SL 4	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Use appropriate eye contact, adequate volume, and clear pronunciation.
SL 5	5. Include multimedia components (e.g. graphics, images, music, and sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL 6	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (e.g. impromptu, persuasive,	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (e.g. impromptu, persuasive,	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (e.g. impromptu, persuasive,

	<p>argumentative, informational, dramatic, oral reading, etc.).</p> <p>Respond appropriately to verbal and non-verbal cues.</p>	<p>argumentative, informational, dramatic, etc.).</p> <p>Respond appropriately to verbal and non-verbal cues.</p>	<p>argumentative, informational, dramatic, etc.).</p> <p>Respond appropriately to verbal and non-verbal cues.</p>
SLE			

College and Career Readiness Anchor Standards for Language

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

	Sixth	Seventh	Eighth
Common Core	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English
L 1	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Differentiate between the eight parts of speech (noun, verb, adjective, adverb, pronoun, preposition, interjection, conjunction) • Recognize and correct inappropriate shifts in verb tense • Ensure that pronouns are in the proper case (subjective, objective, possessive) • Use intensive pronouns (e.g., <i>myself, ourselves</i>) • Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) • Distinguish the function of prepositions, conjunctions, and interjections • Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of phrases and clauses in general and their function in specific sentences • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences • Form and use verbs in the active and passive voice • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood • Recognize and correct inappropriate shifts in verb voice and mood
L 2	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an</i> 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break • Use an ellipsis to indicate an

	<p><i>old[,] green shirt)</i></p> <ul style="list-style-type: none"> • Spell correctly 	<ul style="list-style-type: none"> • Spell correctly 	<ul style="list-style-type: none"> • omission. • Spell correctly
	Knowledge of Language	Knowledge of Language	Knowledge of Language
L 3	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/ listener interest, and style • Maintain consistency in style, tense, voice and tone 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy • Vary sentence patterns for meaning, reader/ listener interest, and style • Maintain consistency in style, tense, voice and tone 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact) • Vary sentence patterns for meaning, reader/ listener interest, and style • Maintain consistency in style, tense, voice and tone
	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
L 4	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>) • Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • Verify the preliminary determination of the meaning of a word or phrase (e.g., by 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>) • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • Verify the preliminary determination of the meaning of a word or phrase (e.g. by 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. <i>precede, recede, secede</i>) • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • Verify the preliminary determination of the meaning

	checking the inferred meaning in context or in a dictionary)	checking the inferred meaning in context or in a dictionary)	of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary)
L 5	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., personification, literary, Biblical, and mythological allusions) in context • Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>) 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., personification, literary, Biblical, and mythological allusions) in context • Use the relationship between particular words (e.g. synonym/ antonym, analogy) to better understand each of the words • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>) 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g. verbal irony, puns) in context • Use the relationship between particular words to better understand each of the words • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>)
L 6	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; utilize vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; utilize vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; utilize vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SLE			

GRADES SIX-EIGHT

Standards for Literacy in History/Social Studies, Science, and Mathematics

College and Career Readiness Anchor Standards for Reading (within the Content Areas)

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

History/Social Studies

Grades 6-8

Reading Standards for Literacy in History/Social Studies

Summary Statement: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Sixth-Eighth	
Common Core	Key Ideas and Details
RH 1	1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH 2	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH 3	3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
SLE	
Common Core	Craft and Structure
RH 4	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains (e.g. political, geographical, social, and economic) related to history/social studies.
RH 5	5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).
RH 6	6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
SLE	
Common Core	Integration of Knowledge and Ideas
RH 7	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH 8	8. Distinguish among fact, opinion, and reasoned judgment in a text.
RH 9	9. Analyze the relationship between a primary and secondary source on the same topic.
SLE	

Science and Mathematics

Grades 6-8 Reading Standards for Literacy in Science and Mathematics

Summary Statement: By the end of grade 8, read and comprehend Science and Mathematical texts in the grades 6–8 text complexity band independently and proficiently.

Sixth-Eighth	
Common Core	Key Ideas and Details
RST 1	1. Cite specific textual evidence to support analysis of science and mathematical texts.
RST 2	2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RST 3	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
SLE	
Common Core	Craft and Structure
RST 4	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .
RST 5	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
RST 6	6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
SLE	
Common Core	Integration of Knowledge and Ideas
RST 7	7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
RST 8	8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RST 9	9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with information gained from reading text on the same topic.
SLE	

College and Career Readiness Anchor Standards for Writing (within in the Content Areas)

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 tasks, purposes, and audiences.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Mathematics

Grades 6-8 Writing Standards for Literacy in Mathematics

Summary Statement: Students write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. Students’ writing skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In Mathematics, students must be able to write precise descriptions of the step-by-step procedures they use in their work.

Sixth-Eighth	
Common Core	Text Types and Purposes
WHST 1	1. Write arguments to justify conclusions, communicate with others, and respond to the arguments of others regarding mathematical content. <ul style="list-style-type: none"> • Support claims based upon inductive reasoning and relevant accurate data (that take into account the context from which the data arose) • Compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is
Common Core	Production and Distribution of Writing
WHST 4	1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SLE	

History/Social Studies and Science

Grades 6-8 Writing Standards for Literacy in History/Social Studies and Science 6-8

Summary Statement: Students write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. Students’ writing skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Sixth-Eighth	
Common Core	Text Types and Purposes
WHST 1	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • Establish and maintain a formal style • Provide a concluding statement or section that follows from and supports the argument presented
WHST 2	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Use precise language and domain-specific vocabulary to inform about or explain the topic • Establish and maintain a formal style and objective tone • Provide a concluding statement or section that follows from and supports the information or explanation presented
WHST 3	<p>3. Not applicable as a separate requirement</p>

SLE	
Common Core	Production and Distribution of Writing
WHST 4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST 5	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.
WHST 6	6. Use technology to produce and publish writing. Present the relationships between information and ideas clearly and efficiently.
SLE	
Common Core	Research to Build and Present Knowledge
WHST 7	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST 8	8. Gather relevant information from multiple print and digital sources, using search terms effectively. <ul style="list-style-type: none"> • Use background knowledge and prior experience • Take notes on sources • Assess the credibility and accuracy of each source • Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
WHST 9	9. Draw evidence from informational texts to support analysis reflection, and research.
WHST 10	10. Write routinely over extended time frames and shot time frames for a range of discipline-specific tasks, purposes, and audiences.
SLE	