South Dakota State Standards

For

English Language Arts

&

Literacy in History/Social Studies, Science, and Technical Subjects

Proposed Standards 2017

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Preface

In 2016, with input from South Dakota K-16 educators, special education, administrators, and parents, the standards revision work group was charged with evaluating the 2010 South Dakota English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects k-12.

The work group participants reviewed the existing SD state standards and defined elements that needed to be preserved or revised to create a current set of standards that define the knowledge and skills expected for South Dakota students K-12. Key components were identified:

- Maintain rigor to ensure South Dakota students are college, career and life ready
- Improve the clarity of the wording within the standards
- Strategic use of examples to clarify the skill required in the standard
- Relocation of some examples to the desegregated (unpacked) standards for further expansion of skills/clarifications
- Eliminate teacher action in the standards wording to focus wording on student action and skills required

The workgroup goals were to improve clarity and make the language in the standards more user-friendly for all stakeholders. No standards were removed, but some were added or revised to add essential skills and make them closely align with other standards K-12. A variety of other state's standards were reviewed; Louisiana, Minnesota, New Jersey, North Dakota, Oklahoma, Tennessee, and Minnesota were consulted and several of their ideas were considered with some being adopted through group consensus. Best practice for ELA standards were also evaluated with each decision proposed or agreed upon by the k-12 groups.

Through grade level, grade band, and vertical alignment conversations, the standards were thoroughly discussed, reviewed, and debated in order to provide a solid understanding as to the impact the standard/skill and rigor would have k-12. Understanding that a revision at one grade level can impact the rigor and scaffolding at all grade levels was a guiding focus as the work groups reviewed every standard in each strand.

Notable changes exist in this standards document based on research, k-12 vertical progressions, consensus votes, and determinations to maintain rigor for student learning.

- Standard 10: K-12 Reading for Literacy &Informational Text & Writing

The work group recognized the importance of self-selected texts and writing topics as an essential component of lifelong literacy. Standards support students becoming independent readers in a range of disciplines. The ability to interpret literature as well as informative, highly technical, and often lengthy reading passages on one's own is essential in achieving academic and career success. Furthermore, learners who possess the skills required to read independently have the power to choose both what they need and what they want to read.

Students need skills to become independent writers for a variety of audiences and range of purposes. Independent writers are able to access multiple strategies and formats to communicate and craft a message so that it resonates with any reader they intend to reach.

Revised language in reading/writing (RL.10, RI.10, W.10) supports independent readers and writers:

RL.10/RI.10 Self-select texts for personal enjoyment, interest, and academic tasks.

W.10 Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

- K-4 Language Standards: Handwriting Progression

A determination was also made to add language to include a K-4 vertical alignment for handwriting. Placement of the additional language exists in the language standards (3.L1, 4.L1) as it aligns to formation and fluency versus being placed in writing standards which are more focused on the creation of writing.

3.L1: Write legibly in print or cursive…
4.L1: Write legibly and fluently in print or cursive…

Acknowledgements

The South Dakota State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects were reviewed and revised through the efforts of educators/special education, administrators, post-secondary, parents, and the SD Department of Education. The work group members collaborated in person and through online spaces. The work group produced multiple drafts of the standards and responded to feedback submitted. The standards document exists due to intensive research, collaboration, grade level and vertical alignment discussions, debates, and a commitment to serve all students in our state. Every work group member was an advocate for education and for ensuring students will graduate career, life, and college ready. The South Dakota Department of Education expresses gratitude and appreciation to the individuals who contributed their passion, expertise, and time to the revision of the SD State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

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Introduction

South Dakota State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-12 were developed to ensure that all students are college, career and life ready in literacy by high school graduation. The standards are tailored specifically to meet the needs of students in South Dakota, ensuring a readiness for the workforce, military service, university or technical school coursework. The standards met the following qualifications (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) benchmarked in their design and content.

The K-12 Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Key Design Considerations

The College and Career Readiness standards (CCR) anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR state standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and districts to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas; to conduct original research in order to answer questions or solve problems; and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.

The Smarter Balance Assessment Consortium has included both literary and informational text components to their assessment. Stronger emphasis on writing skills are also embedded into the assessments. These inclusions into the assessment reinforce that all content areas must implement and practice these skills for students to be amply prepared for interim benchmark and year end South Dakota state-wide assessments.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. Additionally, speaking and listening skills can be integrated and addressed throughout the day in both academic and non-academic social settings. The CCR anchor standards themselves provide another source of focus and coherence.

Formative and Summative Assessment

In regard to assessing standards, not every standard needs to be formally assessed. A variety of formative assessments, as well as the triangulation of those assessments will provide evidence of learning. Formative assessments are pre-planned data-based measures that guide instruction and determine levels of student proficiency. These include spontaneous, day-to-day classroom activities as well as content and performance driven tasks. Examples of these include, but are not limited to, anecdotal records, conferring notes, response journals, running records, intentional observation checklists, rubrics, quizzes, exit slips, student writing samples, etc.

Summative assessments confirm mastery and occur at the end of a unit; therefore, guiding instructional decisions regarding subsequent instruction (re-teaching, additional small-group work, etc). They include end-of-unit tests, standardized tests, semester finals, interim assessments and district benchmarking. Not all standards need to be addressed on the report card. These decisions will need to be made at the district level.

Resources to support the Standards

To support the K-12 Standards work and support educators and districts across the state, the Department of Education will provide supplemental materials on reading, writing, speaking and listening, and language. Appendices, disaggregated (unpacked) standards for all grades K-12, and other literacy resources will be hosted on the DOE webpage. The desegregated standards will provide specific examples for grade level skills in each of the strands (reading, writing, language, and speaking & listening). Examples listed within the standards can sometimes limit instructional focus or provide too broad a focus; therefore, strategic use of examples exist in this Standards document; therefore, the desegregated (unpacked) standards will be an additional resource that will provide educators with a specifications and examples for each K-12 standard/strand.

National Assessment of Educational Progress (NAEP)

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition. Iowa City, IA: ACT, Inc.

The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational. As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do at each grade level K-12. Standards define the skills required in reading, writing, speaking and listening. These standards are not intended to be a curriculum for school districts to implement. Rather, departments, buildings, and school districts have the responsibility to determine curriculum choices and establish pacing guides and blueprints/instructional road maps for each grade level based on these standards. The curriculum materials serve as a vehicle for ensuring all standards have been taught. If curriculum resources do not address all standards then it might be necessary to seek additional resources. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers, curriculum developers, and districts. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for the use of Braille, screen-reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

How To Read This Document

Organization of the Standards Document

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

STRANDS The Standards consist of three main sections: a comprehensive K-5 section and two content area-specific sections for grades 6-12, (one for ELA and one for history/social studies, science, and technical subjects).					
K-5	**Strand Code**	**6-12 ELA**	**Strand Code**	**6-12 History/Social Studies, Science, Technical Subjects**	**Strand Code**
Reading (Literature)	RL	Reading (Literature)	RL	Reading: History/Social Studies	RH
Reading (Informational Text)	RI	Reading (Informational Text)	RI	Reading: Science/Technical Subjects	RST
Reading (Foundational Skills)	RF	Writing	W	Writing: History /Social Studies, Science, and Technical Subjects	WHST
Writing	W	Speaking & Listening	SL		
Speaking & Listening	SL	Language	L		
Language	L				

College and Career Readiness Anchor Standards (CCR)	
Reading	10 Anchor Standards
Writing	10 Anchor Standards
Speaking & Listening	6 Anchor Standards
Language	6 Anchor Standards

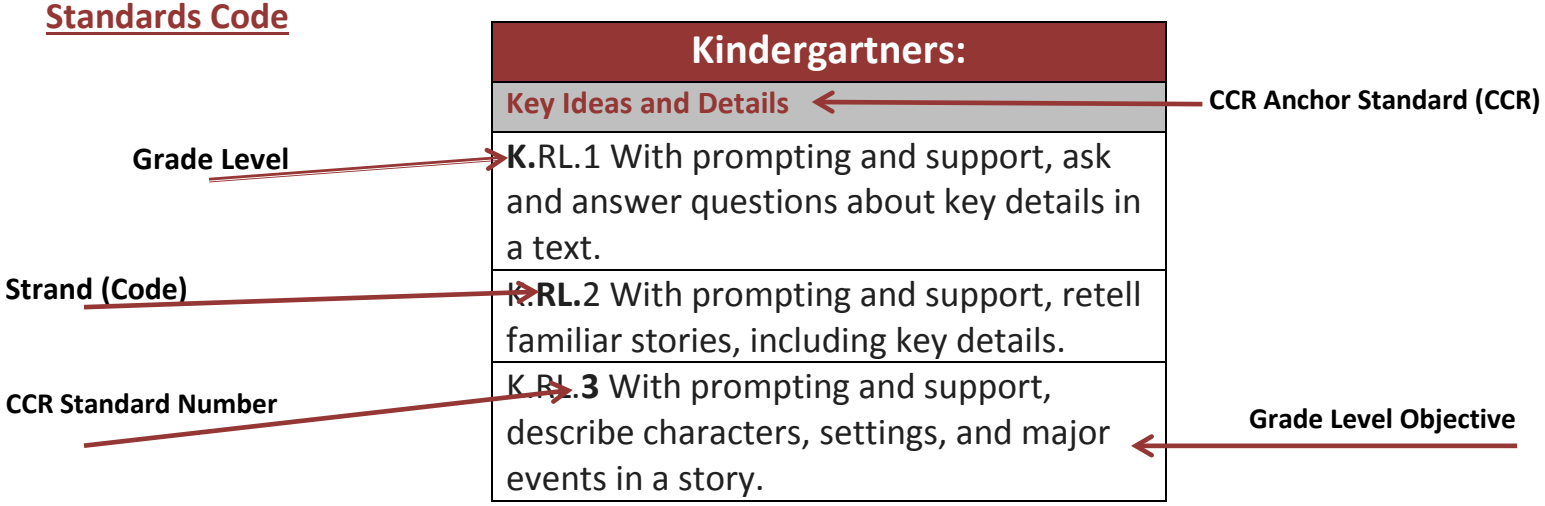
How To Read This Document

The standards are coded with the grade level, title of the strand, the category within the strand, and the number within the strand.

Example: K.RL.1

- **K** is the grade level (Kindergarten)
- **RL** is the strand code indicating Reading Standard for Literature
- **1** is the number within the College and Career Readiness Anchor Standards for Reading
- **Key Ideas and Details** corresponds to the CCR anchor standards

Standards Code



STANDARDS FOR

English Language Arts

&

Literacy in History/Social Studies, Science, and Technical Subjects

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.

Standard 10: Range and Text Complexity for Student Reading K–5

Range of Text Types for K-5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends,fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

Reading Standards for Literature K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Standards support students becoming independent readers in a range of disciplines. The ability to interpret literature as well as informative, highly technical, and often lengthy reading passages on one's own is essential in achieving academic and career success. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
K.RL.1 With prompting and support, ask and answer questions about key details in a text.	1.RL.1 Ask and answer questions about key details in a text.	2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
K.RL.2 With prompting and support, retell familiar stories, including key details.	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.RL.2 Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
K.RL.3 With prompting and support, describe characters, settings, and major events in a story.	1.RL.3 Describe characters, settings, and major events in a story, using key details.	2.RL.3 Describe how characters in a story respond to major events and challenges.
Craft and Structure		
K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs.	1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.	2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.
K.RL.5 With prompting and support, explain differences between common types of texts.	1.RL.5 Explain major differences between common types of texts.	2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution).
K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.	1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text.	2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
K.RL.7 With prompting and support, explain the relationship between illustrations and the text.	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
K.RL.8 (Not applicable to literature)	1.RL.8 (Not applicable to literature)	2.RL.8 (Not applicable to literature)
K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
K.RL.10 By the end of the year read and comprehend a variety of literary text. a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficultly and complexity (e.g., layout, text structure, language/literary features, knowledge demands.) b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.	1.RL.10 By the end of the year, read and comprehend a variety of literary text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.	2.RL.10 By the end of the year, read and comprehend a variety of literary text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

Reading Standards for Literature K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RL.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	4.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.	5.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.
3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.	4.RL.5 Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	4.RL.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text; support with details and evidence.	5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
3.RL.8 (Not applicable to literature)	4.RL.8 (Not applicable to literature)	5.RL.8 (Not applicable to literature)
3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters.	4.RL.9 Compare and contrast the author's approach to similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	5.RL.9 Compare and contrast the authors' approach to similar themes and topics within the same genre.

Reading Standards for Literature K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
3.RL.10 By the end of the year, read and comprehend a variety of literary texts. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.	4.RL.10 By the end of the year read and comprehend a variety of literary texts. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.	5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend a variety of literary text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

Reading Standards for Informational Text K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Standards support students becoming independent readers in a range of disciplines. The ability to interpret informational texts that provide informative, highly technical, and often lengthy reading passages on one's own is essential in achieving academic and career success. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
K.RI.1 With prompting and support, ask and answer questions about key details in a text.	1.RI.1 Ask and answer questions about key details in a text.	2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	1.RI.2 Identify the main topic and retell key details of a text.	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
K.RI.5 With prompting and support, know and use various text features.	1.RI.5 Know and use various text features to locate key facts or information in a text.	2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.
K.RI.6 Identify the author and illustrator and define the role of each in an informational text.	1.RI.6 Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text.	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams contribute to and clarify a text.
K.RI.8 With prompting and support, identify the details/evidence an author gives to support points in a text.	1.RI.8 Identify the details/evidence an author gives to support points in a text.	2.RI.8 Describe how details/evidence support specific points the author makes in a text.
K.RI.9 With prompting and support compare and contrast two texts on the same topic (similarities and differences).	1.RI.9 Compare and contrast two texts on the same topic.	2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
K.RI.10 By the end of the year read and comprehends a variety of informational text. a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficultly and complexity (e.g., layout, text structure, language/literary features, knowledge demands.) b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.	1.RI.10 By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.	2.RI.10 By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

Reading Standards for Informational Text K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RI.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.	4.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.
Craft and Structure		
3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.	4.RI.5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).	5.RI.5 Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).
3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	5.RI.8 Explain and identify how an author uses reasons and evidence to support particular points in a text.
3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.	4.RI.9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.	5.RI.9 Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

Reading Standards for Informational Text K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.	4.RI.10 By the end of the year read and comprehend a variety of informational texts. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.	5.RI.10 By the end of the year, read and comprehend informational text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

Reading Standards: Foundational Skills K-5

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

***Note**: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Print Concepts		
K.RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. e. Identify the front cover, back cover, and title page of a book. e. Identify the front cover, back cover, and title page of a book.	1.RF.1 Demonstrate understanding of the organization and basic features of print. a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	2.RF.1 There is not a grade 2 standard for this concept. Please see preceding grades for more information.
Phonological Awareness		
K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in three-phoneme words (consonant-vowel-consonant, or CVC) to make new words. *(This does not include CVCs ending with /l/, /r/, or /x.	1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	2.RF.2 There is not a grade 2 standard for this concept. Please see preceding grades for more information.

**Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology.*
Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word

Reading Standards: Foundational Skills K-5

***Note**: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognitions		
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant. b. Associate the long and short sounds for the five vowels. c. Read grade-level appropriate high-frequency words by sight.	1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant blends and digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate high frequency words.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels and short vowels. . d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate high frequency words.
Fluency		
K.RF.4 Read emergent-reader texts with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Print Concepts		
3.RF.1 There is not a grade 3 standard for this concept. Please see preceding grades for more information.	4.RF.1 There is not a grade 4 standard for this concept. Please see preceding grades for more information.	5.RF.1 There is not a grade 5 standard for this concept. Please see preceding grades for more information.
Phonological Awareness		
3.RF.2 There is not a grade 3 standard for this concept. Please see preceding grades for more information.	4.RF.2 There is not a grade 4 standard for this concept. Please see preceding grades for more information.	5.RF.2 There is not a grade 5 standard for this concept. Please see preceding grades for more information.
Phonics and Word Recognitions		
3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate high frequency words.	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
Fluency		
3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

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 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 times.

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.

Writing Standards K-5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students need skills to become independent writers for a variety of audiences and range of purposes. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Writing at all grade levels K-5 is essential to support student skill sets for success on assessments which focus on writing skills. Note: Standard 10 addresses writing experience and stamina.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	1.W.1 Write opinion pieces that: a. introduce an opinion about a topic or book they are writing about. b. supply a reason for the opinion. c. provide some sense of closure.	2.W.1 Write opinion pieces that: a. introduce an opinion about a topic or book they are writing about. state an opinion b. supply reasons that support the opinion. c. use grade level appropriate linking words connect the opinion and reasons. d. provide a concluding statement or section.
K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	1.W.2 Write informative/explanatory texts that: a. name a topic. b. supply some facts about the topic. c. provide some sense of closure.	2.W.2 Write informative/explanatory texts that: a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section.
K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	1.W.3 Write narratives (e.g., story, poetry) that: a. recount two or more appropriately sequenced events. b. include some details regarding what happened. c. use words to signal event order. d. provide some sense of closure.	2.W.3 Write narratives (e.g., story, poetry) that: a. recount a well-elaborated event or short sequence of events. b. include details to describe actions, thoughts, and feelings. c. use temporal words to signal event order and provide a sense of closure.
Production and Distribution of Writing		
K.W.4 (Begins in grade 3)	1.W.4 (Begins in grade 3)	2.W.4 (Begins in grade 3)
K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.	1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
K.W.6 With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.	1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively.	2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively.

Writing Standards K-5

Kindergartners:	Grade 1 students:	Grade 2 students:
Research to Build and Present Knowledge		
K.W.7 Participate in shared research and writing projects.	1.W.7 Participate in shared research and writing projects.	2.W.7 Participate in shared research and writing projects.
K.W.8 With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources.	1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question.	2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question.
K.W.9 (Begins in grade 4)	1.W.9 (Begins in grade 4)	2.W.9 (Begins in grade 4)\
Range of Writing		
K.W.10 (Begins in grade 1)	1.W.10 With guidance and support, write routinely to increase stamina.	2.W.10 Write routinely to increase stamina.

Writing Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. b. Provide reasons that support the opinion. c. Use grade level appropriate linking words and phrases to connect opinion and reasons. d. Provide a conclusion.	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using grade level appropriate words and phrases d. Provide a conclusion related to the opinion presented.	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using grade level appropriate words, phrases, and clauses. d. Provide a conclusion related to the opinion presented.
3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader. b. Develop the topic with facts, definitions, and details. c. Use grade level appropriate linking words and phrase to connect ideas within categories of information. d. Provide a conclusion.	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a conclusion related to the information or explanation presented.	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a conclusion related to the information or explanation presented.
3.W.3 Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure conclusion (when appropriate to the genre).	4.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows the narrated experiences or events.

Writing Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing. a. Produce and publish writing b. Interact and collaborate with others c. Demonstrate sufficient keyboarding skills to type.	5.RI.10 By the end of the year, read and comprehend informational text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.
Research to Build and Present Knowledge		
3.W.7 Conduct short research projects that build knowledge about a topic.	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5.W.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.
3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	4.W.8 Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	5.W.8 Recall and gather relevant information from experiences and multiple print and digital sources; a. Summarize or paraphrase information in notes and finished work. b. Provide a list of sources.

Writing Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Research to Build and Present Knowledge (continued)		
3.W.9 (Begins in grade 4)	4.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 4 reading standards to for literature to writing. b. Apply grade 4 reading standards to for informational texts to writing.	5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]")
Range of Writing		
3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	4.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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.

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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.

Speaking and Listening Standards K-5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges.	1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults. a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking comments to the remarks of others. c. Ask for clarification and explanation to better understand topics and texts under discussion.
K.SL.2 Confirm understanding from a source of information by asking and answering questions about key details and requesting clarification if something is not understood.	1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.	2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
K.SL.4 Describe familiar people, places, things, and events. With prompting and support, provide additional detail.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.
K.SL.5 Add drawings or other visual displays to provide additional detail.	1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.	2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Speaking and Listening Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. C. Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. E. Cooperate and problem solve as appropriate for productive group discussions	4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. e. Cooperate and problem solve as appropriate for productive group discussions.	5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. e. Cooperate and problem solve as appropriate for productive group discussions.
3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..	4.SL.2 Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.	5.SL.2 Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.	4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5.SL.4 Report on a topic or text or present an opinion. a. Sequencing ideas logically. b. Using appropriate facts and relevant descriptive details to support main ideas or themes. c. Speak clearly at an understandable pace.
3.SL.5 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	4.SL.5 Add multimedia components (e.g., audio recordings) and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	4.SL.6 Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English, and use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.

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.

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.

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 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.

Language Standards K-5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ d. Understand and use question words (interrogatives) e. Use the most frequently occurring prepositions f. Produce and expand complete sentences in shared language activities.	1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others. b. Use collective nouns (e.g., group, herd, class). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. With prompting and support, capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people. b. Use end punctuation for sentences. c. Use commas in dates d. Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. Use commas to separate single words in a series. c. Use an apostrophe to form contractions and singular possessives. d. Spell grade appropriate high frequency words correctly. e. generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil). f. Consult print and digital reference materials, as needed to check and correct spellings

Language Standards K-5

Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
K.L.3 (Begins in grade 2)	1.L.3 (Begins in grade 2)	2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English.
Vocabulary Acquisition and Use		
K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of words when a prefix is added (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use print and digital reference materials to determine or clarify the meaning of words and phrases.
K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings. a. Sort common objects into categories to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes c. Identify real-life connections between words and their use. d. Distinguish r differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings.	2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.	1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.	2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

Language Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Write legibly in **print or cursive**, using appropriate spacing and margins. * b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood). e. Form and use regular and irregular verbs. f. Form and use the simple) verb tenses (e.g., I walked; I walk; I will walk) g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use adverbs and adjectives (comparative and superlative). i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences	4.L.1 Write legibly and fluently in **print or cursive** using appropriate spacing and margins. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).* b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries auxiliary verbs such as can, may, and must) to convey various conditions to clarify meaning. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their).	5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and use in sentences. b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).
3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.	4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use commas to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, 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?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language		
3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between formal and informal English.	4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.	5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Language Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Vocabulary Acquisitions and Use		
3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of words when affixes are added. c. Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use print and digital reference materials to determine or clarify meaning of words and phrases.	4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)..	4.L.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	5.L.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.	4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

***NOTE:** A determination was made to add language to include a K-4 vertical alignment for handwriting. Placement of the additional language exists in the language standards (3.L1, 4.L1). Handwriting was added to language standards as it aligns to formation and fluency versus being placed in writing standards which are more focused on the creation of writing. The language for *print **or** cursive writing* allows districts the choice in how handwriting is integrated into K-5 curriculums or even extending as a requirement for grades 6-12. Handwriting can be practiced across content through journal entries, vocabulary, social studies, artwork, etc.

STANDARDS FOR

English Language Arts

College and Career Readiness Anchor Standards for Reading

The grades 6–12 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.

Standard 10: Range and Complexity for Student Reading 6-12

Range of Text Types for 6-12

Students in 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Reading Standards for Literature 6-12

The following standards offer a focus for instruction to ensure that students gain adequate exposure to a range of texts and tasks. Standards support students becoming independent readers in a range of disciplines. The ability to interpret literature as well as informative, highly technical, and often lengthy reading passages on one's own is essential in achieving academic and career success. Students are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	7.RL.2 Determine a theme or central idea(s) of a text. a. Analyze its development over the course of the text. b. Provide an objective summary of the text.	8.RL.2 Determine a theme or central idea(s) of a text and a. Analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Provide an objective summary of the text.
6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	7.RL.4 Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; 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.	8.RL.4 Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
6.RL.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.	7.RL.5 Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.	8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	8.RL.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.
Integration of Knowledge and Ideas		
6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7.RL.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).	8.RL.7 Analyze how a filmed or live production of a story, drama, or poem stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
6.RL.8 (Not applicable to literature)	7.RL.8 (Not applicable to literature)	8.RL.8 (Not applicable to literature)
6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.	7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors of fiction use or alter history.	8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Reading Standards for Literature 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Range of Reading and Level of Text Complexity		
6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.	7.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.	8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and pluralistic viewpoints.

Reading Standards for Literature 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 9-10 students:	Grade 11-12 students:
Key Ideas and Details	
9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.	11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.
9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language.
9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
9-10.RL.6 Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.	11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied.
Integration of Knowledge and Ideas	
9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text.
9-10.RL.8 (Not applicable to literature)	11-12.RL.8 (Not applicable to literature)
9-10.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American or World literature, including how two or more texts from the same period treat similar themes or topics.

Reading Standards for Literature 6-12

Grade 9-10 students:	Grade 11-12 students:
Range of Reading and Level of Text Complexity	
9-10.RL.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints	11-12.RL.10 By the end of grade 11 read and comprehends literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. a. Read and comprehend grade level texts for academic tasks. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.

Reading Standards for Informational Text 6-12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Standards support students becoming independent readers in a range of disciplines. The ability to interpret informational texts that provide informative, highly technical, and often lengthy reading passages on one's own is essential in achieving academic and career success. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8.RI.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.
6.RI.2 Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.	7.RI.2 Determine two or more central ideas in a text. a. Analyze their development over the course of the text. b. Provide an objective summary of the text.	8.RI.2 Determine a central idea of a text a. Analyze its development over the course of the text, including its relationship to supporting ideas. b. Provide an objective summary of the text.
6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.	8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her viewpoint from that of others.	8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
6.RI.7 Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.	7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.RI.8 Trace and evaluate the argument and specific claims in a text. a. Assess whether the reasoning is sound. b. Assess whether the evidence is relevant and sufficient to support the claims.	8.RI.8 Delineate (Break Down) and evaluate the argument and specific claims in a text; a. Assess whether the reasoning is sound. b. Assess whether the evidence is relevant and sufficient. c. Recognize when irrelevant evidence is introduced.
6.RI.9 Compare and contrast two authors' presentations of events on the same topic.	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or identify where the texts disagree on matters of interpretation.

Reading Standards for Informational Text 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Range of Reading and Level of Text Complexity		
6.RI.10 By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.	7.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.	8.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.

Reading Standards for Informational Text 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 9-10 students:	Grade 11-12 students:
Key Ideas and Details	
9-10.RI.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	11-12.RI.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.	11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis.
9-10.RI.3 Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.	11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including a. figurative, connotative, and technical meanings. b. analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).	11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness.
Integration of Knowledge and Ideas	
9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
9-10.RI.8 Delineate (break down) and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11-12.RI.8 Delineate (break down) and evaluate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints	RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction and informational texts in the grades 11-CCR text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction and informational texts at the high end of the grades 11-CCR text complexity band independently and proficiently. a. Read and comprehend grade level texts for academic tasks. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.

College and Career Readiness Anchor Standards for Writing

The 6-12 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.

Writing is a key means of asserting and defending claims, showing what students know about a subject, and conveying what they have experienced, imagined, thought, and felt. Students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately.. 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.

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.

Writing Standards 6-12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students need skills to become independent writers for a variety of audiences and range of purposes. Independent writers are able to access multiple strategies and formats to communicate and craft a message so that it resonates with any reader they intend to reach.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	7.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	8.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use transitional words, phrases, and clauses to crate cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events. e. Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).	7.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).	8.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
Production and Distribution of Writing		
6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).	7.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type produce writing with a minimum of two-three pages in a single sitting.	7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.	8.W.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.

Writing Standards 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
6.W.8 Gather relevant information from multiple print and digital sources. a. Assess the credibility of each source. b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	7.W.8 Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. d. Follow a standard format for citation.	8.W.8 Gather relevant information from multiple print and digital sources. a. Use search terms effectively b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 6 Reading standards for literature to writing. b. Apply grade 6 Reading standards for informational texts to writing.	7.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 7 Reading standards for literature to writing b. Apply grade 7 Reading standards for informational texts to writing	8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature and literary nonfiction. b. Apply grade 8 Reading standards to informational and argumentative texts
Range of Writing		
6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	8.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Writing Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 9-10 students:	Grade 11-12 students:
Text Types and Purposes	
9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards 6-12

Grade 9-10 students:	Grade 11-12 students:
Text Types and Purposes (continued)	
9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.	11-12.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use literary or narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
Production and Distribution of Writing	
9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.	11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9-10.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards for literature to writing. b. Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing	11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to for literature to writing. b. Apply grades 11–12 Reading standards for literary nonfiction to writing.

Grade 9-10 students:	Grade 11-12 students:
Range of Writing	
9-10.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 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.

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.

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.

Speaking and Listening Standards 6-12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	8.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
6.SL.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.SL.3 Deconstruct a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	8.SL.3 Deconstruct 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.

Speaking and Listening Standards 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Presentation of Knowledge and Ideas		
6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	8.SL.6 Adapt speech to a variety of contexts and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Speaking and Listening Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 9-10 students:	Grade 11-12 students:
Comprehension an Collaboration	
9-10.SL.1 Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Collaborate with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	11-12.SL.1 Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
9-10.SL.3 Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence.	11-12.SL.3 Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	11-12.SL.4 Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9-10.SL.5 Integrate digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	11-12.SL.6 Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 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.

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.

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 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.

Language Standards 6-12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions of Standard English		
6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves, etc.). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence. d. Recognize and correct misplaced and dangling modifiers.	8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly; consult references as needed	7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie). b. Spell correctly; consult references as needed.	8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language		
6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action). b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g. expressing uncertainty or describing a state contrary to fact).

Language Standards 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.). c. Consult 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. d. Verify the preliminary determination of the meaning of a word or phrase.	7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. 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. d. Verify the preliminary determination of the meaning of a word or phrase	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede). c. 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. d. Verify the preliminary determination of the meaning of a word or phrase
6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification, etc.) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech, including allusions (e.g., literary, biblical, mythological in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 9-10 students:	Grade 11-12 students:
Conventions of Standard English	
9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.
9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly	11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use hyphens and dashes correctly. b. Spell correctly; consult references as needed.
Knowledge of Language	
9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.	11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 9-10 students:	Grade 11-12 students:
Vocabulary Acquisition and Use (continued)	
9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
9-10.L.6 Acquire and accurately use general academic and subject-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.	11-12.L.6 Acquire and accurately use general academic and subject 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.

STANDARDS FOR

Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

The grades 6–12 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.

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.

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.

Reading Standards for Literacy in History/Social Studies 6–12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 6-8 students:	Grades 9-10 students:	Grade 11-12 students:
Key Ideas and Details		
6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.RH.1 Accurately cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.RH.1 Accurately cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered) etc.	9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best connects with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
7.RH.5 Describe the structure of a text (e.g., sequence, comparison/contrast, cause/effect, etc.).	9-10.RH.5 Analyze how a text is structured to emphasize key points or advance an explanation or analysis.	11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts etc.).	9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	11-12.RH.6 Evaluate differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps etc.) with other information in print and digital texts.	9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, graphs, and research data) with qualitative analysis in print or digital text.	11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and verbally) in order to address a question or solve a problem.
6-8.RH.8 Distinguish among fact, opinion, bias, and reasoned judgment in a text.	9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources	11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards for Literacy in History/Social Studies 6–12

Grade 6-8 students:	Grades 9-10 students:	Grade 11-12 students:
Rand of Reading and Level of Text Complexity		
6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	9-10.RH.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subject 6-12

Grade 6-8 students:	Grades 9-10 students:	Grade 11-12 students:
Key Ideas and Details		
6-8.RST.1 Cite specific textual evidence to support analysis of science and technical texts.	9-10.RST.1 Accurately cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	11-12.RST.1 Accurately cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
6-8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	9-10.RST.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
6-8.RST.3 Read and precisely follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	9-10.RST.3 Precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	11-12.RST.3 Precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
6-8.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	9-10.RST.4 Determine the meaning of symbols, equations, graphical and tabular representations, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 grade level texts and topics.	11-12.RST.4 Determine the meaning of symbols, equations, graphical and tabular representations, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade level texts and topics.
6-8.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	9-10.RST.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	11-12.RST.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6-8.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	9-10.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	11-12.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
6-8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table etc.).	9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
6-8.RST.8 Distinguish among facts, reasoned judgment based on research findings, bias, and speculation in a text.	9-10.RST.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	11-12.RST.8 Evaluate the hypotheses, data, analyses, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
6-8.RST.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Reading Standards for Literacy in Science and Technical Subject 6-12

Grade 6-8 students:	Grades 9-10 students:	Grade 11-12 students:
Range of Reading and Level of Text Complexity		
6-8.RST.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	9-10.RST.10 By the end of grade 10 read and comprehends science/technical texts in the grades 9–10 text complexity band independently and proficiently.	11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 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.

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. 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.

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.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Students need skills to become independent writers for a variety of audiences and range of purposes. Independent writers are able to access multiple strategies and formats to communicate and craft a message so that it resonates with any reader they intend to reach.

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

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

Grade 6-8 students:	Grades 9-10 students:	Grade 11-12 students:
Text Types and Purposes (continued)		
6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

Grade 6-8 students:	Grades 9-10 students:	Grade 11-12 students:
Text Types and Purposes (continued)		
7.WHST.3 Not applicable as a separate requirement. **Note**: Students' narrative 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.	9-10.WHST.3 Not applicable as a separate requirement. **Note**: Students' narrative 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.	11-12.WHST.3 Not applicable as a separate requirement. **Note**: Students' narrative 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.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

Grade 6-8 students:	Grades 9-10 students:	Grade 11-12 students:
Production and Distribution of Writing		
8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style and tone are appropriate to task, purpose, and audience.	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
8.WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	9-10.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
8.WHST.6 Use technology, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
8.WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8.WHST.8 Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
8.WHST.9 Draw relevant evidence from informational texts and/or literary fiction or nonfiction texts to support written analysis, reflection, and research.	9-10.WHST.9 Draw relevant evidence from informational and/or literary fiction or non-fiction texts to support analysis, reflection, and research.	11-12.WHST.9 Draw relevant evidence from informational and/or literary fiction or non-fiction texts to support written analysis, reflection, and research.
Range of Writing		
8.WHST.10 Write routinely over extended time frames (for research, reflection and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	9-10.WHST.10 Write routinely and independently over extended time frames (for research, reflection and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.WHST.10 Write routinely and independently over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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