

READING STANDARDS

| A | B | C | D | E |
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| Grades: K-1 | Grades: 2-3 | Grades: 4-6 | Grades: 6-8 | Grades: 9-12 |
| <p>CCR Anchor 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.</p> | | | | |
| <p>Ask and answer questions about key details in a text. (RI/RL.1.1)</p> | <p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)</p> | <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p> | <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1) |

WRITING STANDARDS

| A | B | C | D | E |
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| Grades: K-1 | Grades: 2-3 | Grades: 4-6 | Grades: 6-8 | Grades: 9-12 |
| <p>CCR Anchor 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.</p> | | | | |
| <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)</p> | <p>Write informative/explanatory texts to examine a topic and <u>convey ideas and information clearly</u>.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section. (W.3.2) | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic <u>clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia</u> when useful to aiding comprehension. Develop the topic with facts, definitions, <u>concrete details, quotations, or other information and examples related to the topic</u>. <u>Link ideas within categories of information using words and phrases</u> (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). <u>Use precise language and domain-specific vocabulary to inform about or explain the topic</u>. Provide a concluding statement or section <u>related to the information or explanation presented</u>. (W.4.2) | <p>Write informative/explanatory texts to examine a topic and convey ideas, <u>concepts</u>, and information <u>through the selection, organization, and analysis of relevant content</u>. [This includes the <u>narration of historical events, scientific procedures/experiments, or technical processes</u>.]</p> <ol style="list-style-type: none"> Introduce a topic clearly, <u>previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect</u>; include formatting (e.g., headings), <u>graphics</u> (e.g., charts, tables), and <u>multimedia</u> when useful to aiding comprehension. Develop the topic with <u>relevant</u> facts, definitions, concrete details, quotations, or other information and examples. <u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</u>. Use precise language and domain-specific vocabulary | <p>Write informative/explanatory texts to examine and convey <u>complex</u> ideas, concepts, and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization, and analysis of content. [This includes the <u>narration of historical events, scientific procedures/experiments, or technical processes</u>.]</p> <ol style="list-style-type: none"> Introduce a topic <u>and organize complex</u> ideas, concepts, and information to <u>make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with <u>well-chosen, relevant, and sufficient</u> facts, <u>extended</u> definitions, concrete details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic</u>. Use appropriate <u>and varied</u> transitions to <u>link the</u> |

SPEAKING & LISTENING STANDARDS

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| Grades: K-1 | Grades: 2-3 | Grades: 4-6 | Grades: 6-8 | Grades: 9-12 |
| CCR Anchor 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. | | | | |
| <p>Participate in collaborative conversations with diverse partners in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)</p> | <p><u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</u> ⁸</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., <u>gaining the floor in respectful ways</u>, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to <u>check understanding of information presented, stay on topic, and link their comments to the remarks of others.</u></p> <p>d. Explain their own ideas and understanding in light of the discussion. (SL.3.1)</p> | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., <u>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.</u></p> <p>c. <u>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</u></p> <p>d. <u>Review the key ideas expressed and draw conclusions in light of</u></p> | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or <u>researched material under study</u>; explicitly draw on that preparation <u>by referring to evidence on the topic, text, or issue to probe and reflect on</u> ideas under discussion.</p> <p>b. Follow rules for <u>collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</u></p> <p>c. Pose questions <u>that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</u></p> | <p><u>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence <u>from texts and other research</u> on the topic or issue <u>to stimulate a thoughtful, well-reasoned exchange of ideas.</u></p> <p>b. <u>work with peers to set rules or collegial discussions and decision-making (e.g., <u>informal consensus, taking votes on key issues, presentation of alternate views</u>), clear goals and deadlines, and individual roles as needed.</u></p> |

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| | | <p>information and knowledge gained from the discussions. (SL.5.1)</p> | <p>c. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)</p> | <p>C. <u>Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</u></p> <p>d. <u>Respond thoughtfully to diverse 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</u></p> <p>presented. (SL.9-10.1)</p> |
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LANGUAGE STANDARDS

| A | B | C | D | E |
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| CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | |
| <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring nouns and verbs.</p> <p>h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>i. Use determiners (e.g., articles, demonstratives).</p> <p>j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>k. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)¹⁰</p> | <p>of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>f. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>g. Form and use regular and irregular verbs.</p> <p>h. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>i. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>k. Use coordinating and subordinating conjunctions.</p> <p>l. Produce simple, compound, and complex sentences.</p> <p>m. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (L.2.1 and 3.1 merge)</p> | <p>d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>e. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>f. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>g. Recognize and correct inappropriate shifts in verb tense.</p> <p>h. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>i. Form and use prepositional phrases.</p> <p>j. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>l. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). (L.4.1 and 5.1 merge)</p> | <p>and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>f. Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>g. Form and use verbs in the active and passive voice.</p> <p>h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>i. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>j. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)</p> | |