

Charts to Clarify K-8 Grade Level Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

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Core Reading Standards for Kindergarten

LITERATURE	NONFICTION/INFORMATIONAL TEXT
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. With prompting and support, ask and answer questions about key details in a text.	1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details .	2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, identify characters, settings , and major events in a story.	3. With prompting and support, describe the connection between two individuals, events, ideas , or pieces of information in a text.
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
4. Ask and answer questions about unknown words in a text.	4. With prompting and support, ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Identify the front cover, back cover, and title page of a book.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. (Not applicable to literature)	8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions , or procedures).
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>
10. Actively engage in group reading activities with purpose and understanding .	10. Actively engage in group reading activities with purpose and understanding .

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - SL.K.1b Continue a conversation through multiple exchanges.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING

1. Observe conventions of grammar and usage.
- a. Print most upper- and lowercase letters.
 - b. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) when speaking.
 - d. Understand and use the most frequently occurring prepositions in English (e.g., *to/from, in/out, on/off, for, of, by, with*) when speaking.
 - e. Produce and expand complete sentences in shared language and writing activities.
 - f. Understand and use question words (e.g., *who, what, where, when, why, how*) in discussions.
2. Observe conventions of capitalization, punctuation, and spelling.
- a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Name and identify end punctuation, including periods, question marks, and exclamation points.
 - c. Spell simple words phonetically using knowledge of sound-letter relationships.

3. (Begins in grade 3)

VOCABULARY ACQUISITION AND USE

4. Determine word meanings (*based on kindergarten reading*).
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).
 - c. Use the most common affixes in English (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
5. Understand word relationships.
- a. Build real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - b. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
 - c. Use common adjectives to distinguish objects (e.g., the *small blue* square; the *shy white* rabbit).
 - d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).
6. Use newly learned words acquired through conversations, reading, and responding to texts.

KINDERGARTEN CCSS READING FOUNDATIONAL SKILLS

Print Concepts:

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Follow words from left to right, top to bottom, and page by page. RF.K.1.a
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Understand that words are separated by spaces in print. RF.K.1.c
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d

Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2
- Recognize and produce rhyming words. RF.K.2.a
- Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.b
- Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.c
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with //, /r/, or /x/.) RF.K.2.d
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2.e

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3.a
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.3.d

Fluency:

- Read emergent-reader texts with purpose and understanding. RF.K.4

<i>TEXT TYPES AND PURPOSES</i>	
<input type="checkbox"/>	1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., <i>My favorite book is . . .</i>).
<input type="checkbox"/>	2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.
<input type="checkbox"/>	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 that they occurred, and provide a reaction to what happened.
<i>PRODUCTION AND DISTRIBUTION OF WRITING</i>	
4. (Begins in grade 3)	
<input type="checkbox"/>	5. With guidance and support from adults, add details to strengthen writing as needed through revision.
6. (Begins in grade 2)	
<i>RESEARCH TO BUILD KNOWLEDGE</i>	
7. (Begins in grade 1)	
<input type="checkbox"/>	8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)	
<i>RANGE OF WRITING</i>	
10. (Begins in grade 4)	

Core Reading Standards for First Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.
2. Retell stories, including key details , and demonstrate understanding of their central message or lesson.	2. Identify the main topic and retell key details of a text.
3. Describe characters, settings , and major events in a story, using key details .	3. Describe the connection between two individuals, events, ideas , or pieces of information in a text.
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types .	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Identify who is telling the story at various points in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Use illustrations and details in a story to describe its characters, setting, or events .	7. Use the illustrations and details in a text to describe its key ideas .
8. (Not applicable to literature)	8. Identify the reasons an author gives to support points in a text.
9. Compare and contrast the adventures and experiences of characters in stories.	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. With prompting and support, read informational texts appropriately complex for grade 1.

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - SL.1.1a 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).
 - SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING

1. Observe conventions of grammar and usage.
- a. Print all upper- and lowercase letters.
 - b. Use singular and plural nouns with matching verbs in simple sentences (e.g., *He hops; We hop*).
 - c. Use subject, object, and possessive pronouns in speaking and writing (e.g., *I, me, my; they, them, their*).
 - d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - e. Understand and use frequently occurring prepositions in English (e.g., *during, beyond, toward*).
 - f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.
 - g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.
2. Observe conventions of capitalization, punctuation, and spelling.
- a. Capitalize names, places, and dates.
 - b. Use end punctuation for sentences, including periods, question marks, and exclamation points.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for common irregular words.
 - e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.
 - f. Form new words through addition, deletion, and substitution of sound and letters (e.g., *an → man → mat → mast → must → rust → crust*).
3. (Beings in grade 3)

VOCABULARY ACQUISITION AND USE

4. Determine word meanings (*based on grade 1 reading*).
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Use sentence-level context as a clue to the meaning of an unknown word.
 - c. Use common affixes in English as a clue to the meaning of an unknown word.
 - d. Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*).
 - e. Demonstrate understanding of the concept of multiple-meaning words (e.g., *match, kind, play*) by identifying meanings of some grade-appropriate examples of such words.
5. Understand word relationships.
- a. Build real-life connections between words and their use (e.g., *note places at home that are cozy*).
 - b. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining, choosing, or acting out the meanings.
6. Use newly learned words acquired through conversations, reading, and responding to texts.

FIRST GRADE CCSS READING FOUNDATIONAL SKILLS

Print Concepts:

- Demonstrate understanding of the organization and basic features of print. RF.1.1
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1A

Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2
- Distinguish long from short vowel sounds in spoken single-syllable words. .RF.1.2.A
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.B
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.C
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2.D

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3
- Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.A
- Decode regularly spelled one-syllable words. RF.1.3.B
- Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3.C
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.D
- Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3.E
- Read words with inflectional endings. RF.1.3.F
- Recognize and read grade-appropriate irregularly spelled words. RF.1.3.G

Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.1.4
- Read grade-level text with purpose and understanding. RF.1.4.A
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.B
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.1.4.C

<i>TEXT TYPES AND PURPOSES</i>
<input type="checkbox"/> 1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.
<input type="checkbox"/> 2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.
<input type="checkbox"/> 3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.
<i>PRODUCTION AND DISTRIBUTION OF WRITING</i>
4. (Begins in grade 3)
<input type="checkbox"/> 5. With guidance and support from adults, add details to strengthen writing as needed through revision.
6. (Begins in grade 2)
<i>RESEARCH TO BUILD KNOWLEDGE</i>
<input type="checkbox"/> 7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).
<input type="checkbox"/> 8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)
<i>RANGE OF WRITING</i>
10. (Begins in grade 4)

Core Reading Standards for Second Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. 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.	1. 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.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral .	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe how characters in a story respond to major events and challenges.	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	CRAFT AND STRUCTURE
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Acknowledge differences in the points of view of characters , including by speaking in a different voice for each character when reading dialogue aloud.	6. Identify the main purpose of a text, including what the author wants to answer, explain , or describe .
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot .	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. (Not applicable to literature)	8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	9. Compare and contrast the most important points presented by two texts on the same topic .
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories and poetry , in the grades 2–3 text complexity band proficiently , with scaffolding as needed at the high end of the range.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts , in the grades 2–3 text complexity band proficiently , with scaffolding as needed at the high end of the range.

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
 - SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING

1. Observe conventions of grammar and usage.
- a. Form common irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - b. Form the past tense of common irregular verbs (e.g., *sat, hid, told*).
 - c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.
 - d. Produce and expand complete sentences to provide requested detail or clarification.
2. Observe conventions of capitalization, punctuation, and spelling.
- a. Capitalize holidays, product names, geographic names, and important words in titles.
 - b. Use commas in greetings and closings of letters.
 - c. Use apostrophes to form contractions and common possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*; *paper* → *copper*).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3. (Beings in grade 3)

VOCABULARY ACQUISITION AND USE

4. Determine word meanings (*based on grade 2 reading*).
- a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
 - b. Explain the meaning of grade-appropriate compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - 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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
5. Understand word relationships.
- a. Build real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - b. Distinguish shades of meaning among related verbs (e.g., *toss, throw, hurl*) and related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. Use newly learned words acquired through conversations, reading, and responding to texts.

SECOND GRADE CCSS READING FOUNDATIONAL SKILLS

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3
- Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.a
- Know spelling-sound correspondences for additional common vowel teams. RF.2.3.b
- Decode regularly spelled two-syllable words with long vowels. RF.2.3.c
- Decode words with common prefixes and suffixes. RF.2.3.d
- Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.e
- Recognize and read grade-appropriate irregularly spelled words. RF.2.3.f

Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.2.4
- Read grade-level text with purpose and understanding. RF.2.4.a
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4.c

<i>TEXT TYPES AND PURPOSES</i>
<input type="checkbox"/> 1. Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., <i>because, and, also</i>), and provide a sense of closure.
<input type="checkbox"/> 2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.
<input type="checkbox"/> 3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.
<i>PRODUCTION AND DISTRIBUTION OF WRITING</i>
4. (Begins in grade 3)
<input type="checkbox"/> 5. With guidance from adults, strengthen writing as needed by revising and editing.
<input type="checkbox"/> 6. With guidance from adults, use technology to produce writing.
<i>RESEARCH TO BUILD KNOWLEDGE</i>
<input type="checkbox"/> 7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).
<input type="checkbox"/> 8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)
<i>RANGE OF WRITING</i>
10. (Begins in grade 4)

Core Reading Standards for Third Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine the main idea of a text; recount the key details and explain how they support the main idea .
3. Describe characters in a story (e.g., their traits , motivations, or feelings) and explain how their actions contribute to the sequence of events .	3. Describe the relationship between a series of historical events , scientific ideas or concepts , or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the narrator or those of the characters .	6. Distinguish their own point of view from that of the author of a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. (Not applicable to literature)	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the most important points and key details presented in two texts on the same topic .
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry , at the high end of the grades 2–3 text complexity band independently and proficiently .	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts , at the high end of the grades 2–3 text complexity band independently and proficiently .

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - SL.3.1a 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.
 - SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences. ___b. Form and use the simple (e.g., <i>I walked, I walk, I will walk</i>) verb tenses. ___c. Ensure subject-verb and pronoun-antecedent agreement.* ___d. Produce simple, compound, and complex sentences.
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___a. Use correct capitalization. ___b. Use quotation marks in dialogue. ___c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). ___d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ___e. Consult reference materials, including dictionaries, as needed to check and correct spellings.
<input type="checkbox"/> 3. Make effective language choices.	___a. Use words for effect.*
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/> 4. Determine word meanings (<i>based on grade 3 reading</i>).	___a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital. ___b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). ___c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). ___d. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
<input type="checkbox"/> 5. Understand word relationships.	___a. Build real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). ___b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<input type="checkbox"/> 6. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	

* Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

THIRD GRADE CCSS READING FOUNDATIONAL SKILLS

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3
- Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.a
- Decode words with common Latin suffixes. RF.3.3.b
- Decode multisyllable words. RF.3.3.c
- Read grade-appropriate irregularly spelled words. RF.3.3.d

Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.3.4
- Read grade-level text with purpose and understanding. RF.3.4.a
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.3.4.c

TEXT TYPES AND PURPOSES	
□	1. Write opinions in which they: <ul style="list-style-type: none"> ___ a. Introduce the topic or book(s) directly, state an opinion relative to the topic, and create an organizing structure that lists reasons. ___ b. Provide reasons that support the opinion. ___ c. Use appropriate words to link opinions and reason(s) (e.g., <i>because, therefore, in order to, since, for example</i>). ___ d. Provide a sense of closure.
□	2. Write informative/explanatory pieces in which they: <ul style="list-style-type: none"> ___ a. Introduce a topic and create an organizational structure that presents similar information together. ___ b. Provide some details to develop points. ___ c. Use linking words (e.g., <i>also, another, and, more</i>) to connect ideas within categories of information. ___ d. Include a concluding sentence or section.
□	3. Write narratives in which they: <ul style="list-style-type: none"> ___ a. Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. ___ b. Employ dialogue and descriptions of characters' actions, thoughts, and feelings. ___ c. Use temporal words and phrases to signal event sequence. ___ d. Provide a sense of closure.
PRODUCTION AND DISTRIBUTION OF WRITING	
4. (Begins in grade 4).	
□	5. With guidance and support from peers and adults, strengthen writing as needed by revising and editing.
□	6. With guidance and support from adults, use technology to produce and publish writing.
RESEARCH TO BUILD KNOWLEDGE	
□	7. Perform short, focused research tasks that build knowledge about a topic.
□	8. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.
9. (Begins in grade 4)	
RANGE OF WRITING	
10. (Begins in grade 4)	

Core Reading Standards for Fourth Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine the main idea of a text and explain how it is supported by key details ; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions , dialogue, stage directions) when writing or speaking about a text.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts , or information in a text or part of a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Compare and contrast a firsthand and secondhand account of the same event or topic ; describe the differences in focus and the information provided.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. 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.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry , in the grades 4–5 text complexity band proficiently , with scaffolding as needed at the high end of the range.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts , in the grades 4–5 text complexity band proficiently , with scaffolding as needed at the high end of the range.

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - SL.4.1a 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.
 - SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
 - SL.4.1c 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.
 - SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___ a. Form and use the progressive (e.g., <i>I was walking, I am walking, I will be walking</i>) verb aspects. ___ b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.* ___ c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons.* ___ d. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___ a. Use quotation marks to mark direct speech and quotations from a text. ___ b. Spell grade-appropriate words correctly, consulting references as needed.
<input type="checkbox"/> 3. Make effective language choices.	___ a. Use punctuation for effect.* ___ b. Maintain consistency in style and tone.* ___ c. Choose words and phrases to convey ideas precisely.*
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/> 4. Determine word meanings (<i>based on grade 4 reading</i>).	___ a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___ b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>telegraph, photograph, autograph</i>). ___ c. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>). ___ d. Paraphrase common idioms, adages, and proverbs.
<input type="checkbox"/> 5. Understand word relationships.	___ a. Build real-life connections between words and their various uses and meanings. ___ b. Define relationships between words (e.g., how <i>ask</i> is like and unlike <i>demand</i> ; what items are likely to be <i>enormous</i>). ___ c. Distinguish a word from other words with similar but not identical meanings (synonyms).
<input type="checkbox"/> 6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	

* Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

FOURTH GRADE CCSS READING FOUNDATIONAL SKILLS

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.4.3.a

Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.4.4
- Read grade-level text with purpose and understanding. RF.4.4.a
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.4.c

TEXT TYPES AND PURPOSES

- 1. Write opinions in which they:
 - a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer’s purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link reasons and details together using words and phrases (e.g., *so, then, for instance, in addition*).
 - d. Adopt an appropriate style for sharing and defending an opinion.
 - e. Provide a concluding statement or section.
- 2. Write informative/explanatory pieces in which they:
 - a. State the topic clearly and group related information in paragraphs and sections.
 - b. Develop the topic using facts, concrete details, quotations, or other information and examples.
 - c. Use appropriate links to join ideas within categories of information.
 - d. Employ domain-specific vocabulary when appropriate.
 - e. Provide a conclusion related to the information or explanation offered.
- 3. Write narratives in which they:
 - a. Orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.
 - b. Use narrative techniques such as dialogue and description to develop events and show the characters’ external behaviors and internal responses to events.
 - c. Use a variety of temporal words and phrases to manage the sequence of events.
 - d. Use concrete and sensory words and phrases to convey events and experiences precisely.
 - e. Provide a satisfying conclusion that follows from the narrative’s events.

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- 5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.
- 6. With guidance and support from adults, use technology to produce, publish, and interact with others about writing.

RESEARCH TO BUILD KNOWLEDGE

- 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic.
- 8. Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information.
- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:
 - a. Apply *grade 4 reading standards* to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text”).
 - b. Apply *grade 4 reading standards* to literature (e.g., “Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, and interactions with others”).

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.

Core Reading Standards for Fifth Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text.
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).	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	4. Determine the meaning of general academic and domain-specific and phrases in a text relevant to a grade 5 topic or subject area.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Describe how a narrator's or speaker's point of view influences how events are described .	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	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Analyze how visual and multimedia elements contribute to the meaning, tone , or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics .	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry , at the high end of the grades 4–5 text complexity band independently and proficiently .	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts , at the high end of the grades 4–5 text complexity band independently and proficiently .

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - SL.5.1a 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.
 - SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
 - SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___a. Form and use the perfect (e.g., <i>I had walked, I have walked, I will have walked</i>) verb aspects. ___b. Recognize and correct inappropriate shifts in verb tense and aspect.*
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___a. Use punctuation to separate items in a series.* ___b. Use a comma to separate an introductory element from the rest of the sentence. ___c. Use underlining, quotation marks, or italics to indicate titles of works. ___d. Spell grade-appropriate words correctly, consulting references as needed.
<input type="checkbox"/> 3. Make effective language choices.	___a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/> 4. Determine word meanings (<i>based on grade 5 reading</i>).	___a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>photograph, photosynthesis</i>). ___c. Interpret figurative language, including similes and metaphors. ___d. Explain the meaning of common idioms, adages, and proverbs.
<input type="checkbox"/> 5. Understand word relationships.	___a. Build real-life connections between words and their various uses and meanings. ___b. Define relationships between words (e.g., how <i>smirk</i> is like and unlike <i>smile</i> ; what items are likely to be <i>vast</i>). ___c. Distinguish a word from other words with similar but not identical meanings (synonyms).
<input type="checkbox"/> 6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	

* Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

FIFTH GRADE CCSS READING FOUNDATIONAL SKILLS

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.5.3.a

Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.5.4
- Read grade-level text with purpose and understanding. RF.5.4.a
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.5.4.c

TEXT TYPES AND PURPOSES

- 1. Write opinions in which they:
 - ___a. Introduce an opinion about a concrete issue or topic and create an organizing structure where ideas are logically grouped to support the writer’s purpose.
 - ___b. Provide logically ordered reasons that are supported by facts and details.
 - ___c. Link reasons and details together using words, phrases, and clauses (e.g., *consequently*, *generally*, *specifically*).
 - ___d. Adopt an appropriate style for sharing and defending an opinion.
 - ___e. Provide a concluding statement or section.

- 2. Write informative/explanatory pieces in which they:
 - ___a. State the topic clearly, provide a general observation and focus, and group related information logically.
 - ___b. Develop the topic using relevant facts, concrete details, quotations, or other information and examples.
 - ___c. Use appropriate links to join ideas within and across categories of information.
 - ___d. Employ domain-specific vocabulary and some technical terms when appropriate.
 - ___e. Provide a conclusion related to the information or explanation offered.

- 3. Write narratives in which they:
 - ___a. Engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and create an organization that sequences events naturally and logically.
 - ___b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters’ external behaviors and internal responses.
 - ___c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events.
 - ___d. Use well-chosen words and phrases to convey events and experiences precisely.
 - ___e. Provide a satisfying conclusion that follows from the narrative’s events.

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

- 5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 6. With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.

RESEARCH TO BUILD KNOWLEDGE

- 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.

- 8. Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.

- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:
 - ___a. Apply *grade 5 reading standards* to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)”).
 - ___b. Apply *grade 5 reading standards* to literature (e.g., “Compare and contrast two or more characters, events, or settings in a text, drawing on specific details”).

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.

Core Reading Standards for Sixth Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a 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.
3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze in detail how a key individual, event , or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone .	4. Determine the meaning of words and phrases as they are used in a text, including figurative , connotative , and technical meanings.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme , setting , or plot .	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas .
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	7. Integrate information presented in different media or formats (e.g., visually , quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. (Not applicable to literature)	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.
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics .	9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories , dramas , and poems , in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently , with scaffolding as needed at the high end of the range.

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - SL.6.1a 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.
 - SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2 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.
- SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- SL.6.4 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.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___ a. Ensure that pronouns are in the proper case (subjective, objective, possessive). ___ b. Recognize and correct inappropriate shifts in pronoun number and person.* ___ c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___ a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.* ___ b. Spell correctly.
<input type="checkbox"/> 3. Make effective language choices.	___ a. Vary sentence patterns for meaning, reader/listener interest, and style.*
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/> 4. Determine word meanings (<i>based on grade 6 reading</i>).	___ a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___ b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>audience, auditory, audible</i>). ___ c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). ___ d. Interpret various figures of speech (e.g., personification) relevant to particular texts.
<input type="checkbox"/> 5. Understand word relationships.	___ a. Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses. ___ b. Distinguish a word from other words with similar denotations but different connotations.
<input type="checkbox"/> 6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.	

* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades.

TEXT TYPES AND PURPOSES

- 1. Write arguments in which they:
 - a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim.
 - b. Support the claim with clear reasons and relevant evidence.
 - c. Use words, phrases, and clauses to convey the relationships among claims and reasons.
 - d. Sustain an objective style and tone.
 - e. Provide a concluding statement or section that follows from the argument.
- 2. Write informative/explanatory texts in which they:
 - a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate links and varied sentence structures to join and clarify ideas.
 - d. Use straightforward language to create an objective style appropriate for a reader seeking information.
 - e. Provide a conclusion that follows logically from the information or explanation presented.
- 3. Write narratives in which they:
 - a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.
 - b. Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences.
 - d. Choose words and phrases to develop the events, experiences, and ideas precisely.
 - e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.

RESEARCH TO BUILD KNOWLEDGE

- 7. Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.
- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
 - a. Apply *grade 6 reading standards* to literature (e.g., “Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.”).
 - b. Apply *grade 6 reading standards* to literary nonfiction (e.g., “Distinguish among fact, opinion, and reasoned judgment presented in a text”).

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.

Core Reading Standards for Seventh Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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).
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative , connotative , and technical meanings; analyze the impact of a specific word choice on meaning and tone .
5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	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 .
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. 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. (Not applicable to literature)	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims .
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how 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.
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories , dramas , and poems , in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range.

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.7.1 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.
 - SL.7.1a 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.
 - SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - SL.7.1c 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.
 - SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2 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.
- SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.7.4 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.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___ a. Explain the function of phrases and clauses in general and their functions in specific sentences. ___ b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ___ c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.*
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___ a. Use a comma before a coordinating conjunction in a compound sentence. ___ b. Spell correctly.
<input type="checkbox"/> 3. Make effective language choices.	___ a. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.*
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/> 4. Determine word meanings (<i>based on grade 7 reading</i>).	___ a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___ b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>belligerent, bellicose, rebel</i>). ___ c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). ___ d. Interpret various figures of speech (e.g., allegory) relevant to particular texts.
<input type="checkbox"/> 5. Understand word relationships.	___ a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. ___ b. Distinguish a word from other words with similar denotations but different connotations.
<input type="checkbox"/> 6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.	

* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades.

TEXT TYPES AND PURPOSES

- 1. Write arguments in which they:
 - ___ a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim.
 - ___ b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic.
 - ___ c. Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence.
 - ___ d. Sustain an objective style and tone.
 - ___ e. Provide a concluding statement or section that follows logically from the argument.
- 2. Write informative/explanatory texts in which they:
 - ___ a. Introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.
 - ___ b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples.
 - ___ c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas.
 - ___ d. Use precise language and sustain an objective style appropriate for a reader seeking information.
 - ___ e. Provide a conclusion that follows logically from the information or explanation presented.
- 3. Write narratives in which they:
 - ___ a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences.
 - ___ b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details.
 - ___ c. Use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events or experiences.
 - ___ d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood.
 - ___ e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.
- 6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.

RESEARCH TO BUILD KNOWLEDGE

- 7. Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.
- 8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.
- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
 - ___ a. Apply *grade 7 reading standards* to literature (e.g., “Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).
 - ___ b. Apply *grade 7 reading standards* to literary nonfiction (e.g., “Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached”).

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.

Core Reading Standards for Eighth Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character , or provoke a decision.	3. Analyze how a text makes connections among and distinctions between individuals, ideas , or events (e.g., through comparisons, analogies, or categories).
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone , including analogies or allusions to other texts .	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative , and technical meanings; analyze the impact of specific word choices on meaning and tone , including analogies or allusions to other texts .
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	5. Analyze 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. 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.	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	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea .
8. (Not applicable to literature)	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze how a modern work of fiction draws on themes , patterns of events , or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation .
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems , at the high end of grades 6–8 text complexity band independently and proficiently .	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently .

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.8.1 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.
 - SL.8.1a 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.
 - SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3 Delineate 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.

Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/>	1. Observe conventions of grammar and usage. ___ a. Form and use verbs in the active and passive voice. ___ b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. ___ c. Recognize and correct inappropriate shifts in verb voice and mood.*
<input type="checkbox"/>	2. Observe conventions of capitalization, punctuation, and spelling. ___ a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). ___ b. Use a comma, ellipses, or dash to indicate a pause or break. ___ c. Spell correctly.
<input type="checkbox"/>	3. Make effective language choices. ___ a. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/>	4. Determine word meanings (<i>based on grade 8 reading</i>). ___ a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___ b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>precede, recede, secede</i>). ___ c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). ___ d. Interpret various figures of speech (e.g. verbal irony, puns) relevant to particular texts.
<input type="checkbox"/>	5. Understand word relationships. ___ a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. ___ b. Distinguish a word from other words with similar denotations but different connotations.
<input type="checkbox"/>	6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.

* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades.

TEXT TYPES AND PURPOSES

- 1. Write arguments in which they:
 - ___a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim.
 - ___b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic.
 - ___c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence.
 - ___d. Sustain an objective style and tone.
 - ___e. Provide a concluding statement or section that follows logically from the argument.
- 2. Write informative/explanatory texts in which they:
 - ___a. Introduce and establish a topic and organize information under broader concepts or categories.
 - ___b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples.
 - ___c. Use varied links and sentence structures to create cohesion and clarify information and ideas.
 - ___d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information.
 - ___e. Provide a conclusion that follows logically from the information or explanation presented.
- 3. Write narratives in which they:
 - ___a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences.
 - ___b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details.
 - ___c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences.
 - ___d. Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood.
 - ___e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.
- 6. Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.

RESEARCH TO BUILD KNOWLEDGE

- 7. Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.
- 8. Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:
 - ___a. Apply *grade 8 reading standards* to literature (e.g., “Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history”).
 - ___b. Apply *grade 8 reading standards* to literary nonfiction (e.g., “Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim”).

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.