

**Arkansas English Language Arts Standards**

Final 10/14/2016

**Document Key:** Green=Changed or moved; Peach=No Change; Lavender=Clarified with Teacher Notes; Blue=Changed or Moved and Clarified

**Anchor Standards for Reading**

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

**Grade-Level Standards for Reading Literature**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>RL.1.1</b> Ask and answer questions about key details in a text.	<b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.	<b>RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>RL.K.2</b> With prompting and support, <i>retell</i> familiar stories, including key details.	<b>RL.1.2</b> <i>Retell</i> stories, including key details, and demonstrate understanding of their central message or lesson.	<b>RL.2.2</b> <i>Recount</i> stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>RL.3.2</b> <i>Recount</i> 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.	<b>RL.4.2</b> Examine a <i>grade-appropriate</i> literary text ● Provide a <i>summary</i> . ● Determine a <i>theme</i> of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.	<b>RL.5.2</b> Examine a <i>grade-appropriate</i> literary text ● Provide a <i>summary</i> . ● Determine a <i>theme</i> of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.	<b>RL.6.2</b> Examine a <i>grade-appropriate</i> literary text ● Provide an <i>objective summary</i> . ● Determine a <i>theme</i> of a text and how it is conveyed through particular details.	<b>RL.7.2</b> Examine a <i>grade-appropriate</i> literary text. ● Provide an <i>objective summary</i> . ● Determine a <i>theme</i> of a text and analyze its development over the course of the text.	<b>RL.8.2</b> Examine a <i>grade-appropriate</i> literary text. ● Provide an <i>objective summary</i> . ● Determine a <i>theme</i> of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.	<b>RL.9-10.2</b> Examine a <i>grade-appropriate</i> literary text. ● Provide an <i>objective summary</i> . ● Determine a <i>theme</i> of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.	<b>RL.11-12.2</b> Examine a <i>grade-appropriate</i> literary text. ● Provide an <i>objective summary</i> . ● Determine two or more <i>themes</i> or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.	<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.	<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events	<b>RL.4.3</b> 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, actions).	<b>RL.5.3</b> 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).	<b>RL.6.3</b> Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.	<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot).	<b>RL.8.3</b> 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.	<b>RL.9-10.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the <i>theme</i> .	<b>RL.11-12.3</b> Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
<b>RL.K.4</b> Ask and answer questions about unknown words in a text.	<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., "soon the round moon was shining" from "Owl and the Moon" found in <u>Owl at Home</u> by Arnold Lobel).	<b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language.	<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>RL.6.4</b> 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/or <i>tone</i> .	<b>RL.7.4</b> 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.	<b>RL.8.4</b> 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/or <i>tone</i> , including analogies or allusions to other texts when applicable.	<b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and <i>tone</i> (e.g., how the language evokes a sense of time and place; how it sets a formal or informal <i>tone</i> ).	<b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and <i>tone</i> , including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
<b>RL.K.5</b> Recognize common types of text (e.g., storybooks, poems).	<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>RL.3.5</b> 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.	<b>RL.4.5</b> Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.	<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the <i>theme</i> , setting, or plot.	<b>RL.7.5</b> Analyze how particular elements of a drama or poem (e.g., scene, stage direction, monologue, or stanza) fit into the overall structure and contribute to its meaning.	<b>RL.8.5</b> 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.	<b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>RL.1.6</b> Identify who is telling the story at various points in a text.	<b>RL.2.6</b> Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>RL.3.6</b> Distinguish their own <i>perspective</i> from that of the narrator or those of the characters, also distinguish the difference between first- and third-person <i>point-of-view</i> narrations.	<b>RL.4.6</b> Compare and contrast the <i>point of view</i> from which different stories are narrated, including the difference between first- and third-person narrations.	<b>RL.5.6</b> Describe how a narrator's or speaker's <i>point of view</i> and/or <i>perspective</i> influence how events are described.	<b>RL.6.6</b> Explain how an author develops the <i>point of view</i> and/or <i>perspective</i> of the narrator or speaker in a text.	<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view and/or <i>perspectives</i> of different characters or narrators in a text.	<b>RL.8.6</b> Analyze how differences in the points of view and/or <i>perspectives</i> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>RL.9-10.6</b> Analyze a particular <i>point of view</i> , <i>perspective</i> , or cultural experience reflected in a work of literature, including works from outside the United States.	<b>RL.11-12.6</b> Analyze a case in which grasping <i>perspective</i> and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

<b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).	<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>RL.3.7</b> 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).	<b>RL.4.7</b> Analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the same text citing specific details.	<b>RL.5.7</b> Analyze how <i>multimedia</i> elements (e.g., text, audio, still images, animation, video, or interactive component) contribute to the meaning, <i>tone</i> , or beauty of that text (e.g., graphic novel, <i>multimedia</i> presentation of fiction, folktale, myth, poem).	<b>RL.6.7</b> 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.	<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or <i>multimedia</i> version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>RL.8.7</b> 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.	<b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).	<b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
<b>RL.K.8</b> Not applicable to literature.	<b>RL.1.8</b> Not applicable to literature.	<b>RL.2.8</b> Not applicable to literature.	<b>RL.3.8</b> Not applicable to literature.	<b>RL.4.8</b> Not applicable to literature.	<b>RL.5.8</b> Not applicable to literature.	<b>RL.6.8</b> Not applicable to literature.	<b>RL.7.8</b> Not applicable to literature.	<b>RL.8.8</b> Not applicable to literature.	<b>RL.9-10.8</b> Not applicable to literature.	<b>RL.9-10.8</b> Not applicable to literature.
<b>RL.K.9</b> With prompting and support, compare and contrast the characters ( e.g., adventures and experiences) in familiar stories.	<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.	<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>RL.3.9</b> Compare and contrast the <i>themes</i> , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>RL.4.9</b> Compare and contrast the treatment of similar <i>themes</i> and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.	<b>RL.5.9</b> Compare and contrast stories in the same genre on their approaches to similar <i>themes</i> and topics.	<b>RL.6.9</b> 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 <i>themes</i> and topics.	<b>RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<b>RL.8.9</b> Analyze how a modern work of fiction draws on <i>themes</i> , patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.	<b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a <i>theme</i> or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare).	<b>RL.11-12.9</b> Analyze how two or more influential literary works from the same time period address similar <i>themes</i> or topics.
<b>RL.K.10</b> Actively engage in teacher-led reading activities with purpose and understanding.	<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	<b>RL.2.10</b> 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.	<b>RL.3.10</b> 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.	<b>RL.4.10</b> 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.	<b>RL.5.10</b> 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.	<b>RL.6.10</b> 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.	<b>RL.7.10</b> 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.	<b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 6-8 text complexity band independently and proficiently.	<b>RL.9-10.10</b> By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.	<b>RL.11-12.10</b> By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently.

**Grade-Level Standards for Reading Informational Text**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>RI.1.1</b> Ask and answer questions about key details in a text.	<b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.	<b>RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>RI.K.2</b> With prompting and support, identify the main topic and <i>retell</i> key details of a text.	<b>RI.1.2</b> Identify the main topic and <i>retell</i> key details of a text.	<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>RI.3.2</b> Determine the main idea of a text; <i>recount</i> the key details and explain how they support the main idea.	<b>RI.4.2</b> Examine a <i>grade-appropriate</i> informational text. ● Provide a <i>summary</i> . ● Determine the main idea of a text and explain how it is supported by key details.	<b>RI.5.2</b> Examine a <i>grade-appropriate</i> informational text. ● Provide a <i>summary</i> . ● Determine the main idea of a text and explain how it is supported by key details.	<b>RI.6.2</b> Examine a <i>grade-appropriate</i> informational text. ● Provide an <i>objective summary</i> . ● Determine a central idea and how it is conveyed through particular details.	<b>RI.7.2</b> Examine a <i>grade-appropriate</i> informational text. ● Provide an <i>objective summary</i> . ● Determine a central idea in a text and analyze its development.	<b>RI.8.2</b> Examine a <i>grade-appropriate</i> informational text. ● Provide an <i>objective summary</i> of the text. ● Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.	<b>RI.9-10.2</b> Examine a <i>grade-appropriate</i> informational text. ● Provide an <i>objective summary</i> of the text. ● Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.	<b>RI.11-12.2</b> Examine a <i>grade-appropriate</i> informational text. ● Provide an <i>objective summary</i> of the text. ● Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
<b>RI.K.3</b> With prompting and support, describe the connection between two topics, (individuals, events, ideas, or scientific concepts).	<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>RI.3.3</b> 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.	<b>RI.4.3</b> 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.	<b>RI.5.3</b> 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.	<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>RI.7.3</b> 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).	<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>RI.9-10.3</b> Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.	<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text..	<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	<b>RI.3.4</b> Determine the meaning of <i>general academic</i> and <i>domain-specific</i> words and phrases in a text relevant to a Grade 3 topic or subject area.	<b>RI.4.4</b> Determine the meaning of <i>general academic</i> and <i>domain-specific words</i> or phrases in a text relevant to a Grade 4 topic or subject area.	<b>RI.5.4</b> Determine the meaning of <i>general academic words</i> and <i>domain-specific words</i> and phrases in a text relevant to a Grade 5 topic or subject area.	<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>RI.7.4</b> 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 <i>tone</i> .	<b>RI.8.4</b> 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 <i>tone</i> , including analogies or allusions to other texts when applicable.	<b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and <i>tone</i> (e.g., how the language of a court opinion differs from that of a newspaper).	<b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	<b>RI.1.5</b> 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.	<b>RI.2.5</b> 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.	<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>RI.4.5</b> 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.	<b>RI.5.5</b> 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.	<b>RI.6.5</b> 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.	<b>RI.7.5</b> 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.	<b>RI.8.5</b> 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.	<b>RI.9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., section, chapter).	<b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.
<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>RI.3.6</b> Distinguish their own <i>perspective</i> from that of the author of a text.	<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the <i>point of view</i> and/or <i>perspective</i> they represent.	<b>RI.6.6</b> Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and explain how it is conveyed in the text.	<b>RI.7.6</b> Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<b>RI.8.6</b> Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>RI.9-10.6</b> Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and analyze how an author uses rhetoric to advance that <i>point of view</i> , <i>perspective</i> , or purpose.	<b>RI.11-12.6</b> Determine an author's <i>point of view</i> , <i>perspective</i> , or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
<b>RI.K.7</b> With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).	<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>RI.3.7</b> 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).	<b>RI.4.7</b> 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.	<b>RI.5.7</b> 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.	<b>RI.6.7</b> 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.	<b>RI.7.7</b> Compare and contrast a text to an audio, video, or <i>multimedia</i> 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).	<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, <i>multimedia</i> ) to present a particular topic or idea.	<b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and <i>multimedia</i> ), determining which details are emphasized in each account.	<b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.
<b>RI.K.8</b> With prompting and support, identify the details an author gives to support points in a text.	<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.	<b>RI.2.8</b> Describe how an author uses reasons to support particular points in a text.	<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>RI.6.8</b> 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.	<b>RI.7.8</b> 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.	<b>RI.8.8</b> Analyze 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.	<b>RI.9-10.8</b> Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<b>RI.11-12.8</b> Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.

<p><b>RI.K.9</b> With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>RI.6.9</b> 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).</p>	<p><b>RI.7.9</b> 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.</p>	<p><b>RI.8.9</b> 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.</p>	<p><b>RI.9-10.9</b> Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related <i>themes</i> and concepts.</p>	<p><b>RI.11-12.9</b> Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their <i>themes</i>, purposes, and rhetorical features.</p>
<p><b>RI.K.10</b> Actively engage in teacher-led reading activities with purpose and understanding.</p>	<p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for Grade 1.</p>	<p><b>RI.2.10</b> 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.</p>	<p><b>RI.3.10</b> 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.</p>	<p><b>RI.4.10</b> 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.</p>	<p><b>RI.5.10</b> 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.</p>	<p><b>RI.6.10</b> 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.</p>	<p><b>RI.7.10</b> 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.</p>	<p><b>RI.8.10</b> 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.</p>	<p><b>RI.9-10.10</b> By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.</p>	<p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p>

**Grade-Level Standards for Reading Foundational Skills K-5**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.	<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.	RF.2.1 Taught in Grade 1 and should be reinforced as needed.	RF.3.1 Taught in Grade 1 and should be reinforced as needed.	RF.4.1 Taught in Grade 1 and should be reinforced as needed.	RF.5.1 Taught in Grade 1 and should be reinforced as needed.					
<b>RF.K.1.A</b> Follow words from left to right, top to bottom, and page by page.	<b>RF.1.1.A</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>RF.2.1.A</b> Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	RF.3.1.A Taught in Grade 2 and should be reinforced as needed.	RF.4.1.A Taught in Grade 2 and should be reinforced as needed.	RF.5.1.A Taught in Grade 2 and should be reinforced as needed.					
<b>RF.K.1.B</b> Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	RF.1.1.B Taught in Kindergarten and should be reinforced as needed.	RF.2.1.B Taught in Kindergarten and should be reinforced as needed.	RF.3.1.B Taught in Kindergarten and should be reinforced as needed.	RF.4.1.B Taught in Kindergarten and should be reinforced as needed.	RF.5.1.B Taught in Kindergarten and should be reinforced as needed.					
RF.K.1.C Understand that words are separated by spaces in print.	RF.1.1.C Taught in Kindergarten and should be reinforced as needed.	RF.2.1.C Taught in Kindergarten and should be reinforced as needed.	RF.3.1.C Taught in Kindergarten and should be reinforced as needed.	RF.4.1.C Taught in Kindergarten and should be reinforced as needed.	RF.5.1.C Taught in Kindergarten and should be reinforced as needed.					
<b>RF.K.1.D</b> Recognize and name all upper- and lowercase letters of the alphabet.	RF.1.1.D Taught in Kindergarten and should be reinforced as needed.	RF.2.1.D Taught in Kindergarten and should be reinforced as needed.	RF.3.1.D Taught in Kindergarten and should be reinforced as needed.	RF.4.1.D Taught in Kindergarten and should be reinforced as needed.	RF.5.1.D Taught in Kindergarten and should be reinforced as needed.					
<b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.2.2 Taught in Grade 1 and should be reinforced as needed.	RF.3.2 Taught in Grade 1 and should be reinforced as needed.	RF.4.2 Taught in Grade 1 and should be reinforced as needed.	RF.5.2 Taught in Grade 1 and should be reinforced as needed.					
<b>RF.K.2.A</b> Recognize and produce rhyming words orally.	<b>RF.1.2.A</b> Distinguish long from short vowels in spoken one-syllable words.	<b>RF.2.2.A</b> Distinguish vowels (long, short, variant) in spoken one-syllable words.	RF.3.2.A Taught in Grade 2 and should be reinforced as needed.	RF.4.2.A Taught in Grade 2 and should be reinforced as needed.	RF.5.2.A Taught in Grade 2 and should be reinforced as needed.					
<b>RF.K.2.B</b> Count, pronounce, blend, and segment syllables in spoken words.	<b>RF.1.2.B</b> Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.	<b>RF.2.2.B</b> Delete phonemes in the initial, medial, and final positions of spoken words including blends.	RF.3.2.B Taught in Grade 2 and should be reinforced as needed.	RF.4.2.B Taught in Grade 2 and should be reinforced as needed.	RF.5.2.B Taught in Grade 2 and should be reinforced as needed.					
<b>RF.K.2.C</b> Blend and segment onsets and rimes of one-syllable spoken words.	<b>RF.1.2.C</b> Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.	RF.2.2.C Taught in Grade 1 and should be reinforced as needed.	RF.3.2.C Taught in Grade 1 and should be reinforced as needed.	RF.4.2.C Taught in Grade 1 and should be reinforced as needed.	RF.5.2.C Taught in Grade 1 and should be reinforced as needed.					

<b>RF.K.2.D</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<b>RF.1.2.D</b> Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	<b>RF.2.2.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.D</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.E</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>RF.1.2.E</b> Delete a syllable from a word (e.g., say "remember," now say it without the "re").	<b>RF.2.2.E</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.E</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.E</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.E</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.F</b> Begins in Grade 1.	<b>RF.1.2.F</b> Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.	<b>RF.2.2.F</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.F</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.F</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.F</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.G</b> Begins in Grade 1.	<b>RF.1.2.G</b> Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).	<b>RF.2.2.G</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.G</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.G</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.G</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.K.3.A</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.	<b>RF.1.3.A</b> Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck).	<b>RF.2.3.A</b> Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/oot, were/here, shall/tall, own/town, hour/tour, want/plant).	<b>RF.3.3.A</b> Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>RF.4.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>RF.5.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>RF.K.3.B</b> Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types ( e.g. open- go, closed- got).	<b>RF.1.3.B</b> Know the letter/sound correspondences. <ul style="list-style-type: none"> <li>● silent e (e.g., a-e, e-e, i-e, o-e, u-e)</li> <li>● vowel teams <ul style="list-style-type: none"> <li>○ vowel digraph (e.g., ee, oo, ai, ay, ea)</li> </ul> </li> </ul>	<b>RF.2.3.B</b> Know the letter/sound correspondences, including distinguishing long and short vowel sounds. <ul style="list-style-type: none"> <li>● diphthongs (e.g., oi, oy, ou, ow)</li> <li>● r-controlled vowels (e.g., er, ir, ur, ar, or)</li> <li>● additional common vowel teams (e.g., ei, ie, igh)</li> <li>● regularly spelled one-syllable words</li> </ul>	<b>RF.3.3.B</b> Decode words with common Latin suffixes.	<b>RF.4.3.B</b> Taught in Grade 3 and should be reinforced as needed.	<b>RF.5.3.B</b> Taught in Grade 3 and should be reinforced as needed.



<b>RF.K.3.C</b> Read common <i>high-frequency</i> words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<b>RF.1.3.C</b> Recognize and read <i>grade-appropriate</i> irregularly spelled words.	<b>RF.2.3.C</b> Recognize and read <i>grade-appropriate</i> irregularly spelled words.	<b>RF.3.3.C</b> Decode multisyllable words.	<b>RF.4.3.C</b> Taught in Grade 3 and should be reinforced as needed.	<b>RF.5.3.C</b> Taught in Grade 3 and should be reinforced as needed.
<b>RF.K.3.D</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).	<b>RF.1.3.D</b> Read words with inflectional endings.	<b>RF.2.3.D</b> Decode words with common prefixes and suffixes.	<b>RF.3.3.D</b> Read <i>grade-appropriate</i> irregularly spelled words.	<b>RF.4.3.D</b> Taught in Grade 3 and should be reinforced as needed.	<b>RF.5.3.D</b> Taught in Grade 3 and should be reinforced as needed.
<b>RF.K.3.E</b> Decode CVC words.	<b>RF.1.3.E</b> Decode regularly spelled one-syllable words that follow syllable types: <ul style="list-style-type: none"> <li>closed syllable</li> <li>open syllable</li> <li>vowel-consonant-e</li> <li>vowel teams</li> <li>r-controlled</li> <li>consonant-le</li> </ul>	<b>RF.2.3.E</b> Decode words that follow the six syllable types: <ul style="list-style-type: none"> <li>closed syllable</li> <li>open syllable</li> <li>vowel-consonant-e</li> <li>vowel teams</li> <li>r-controlled</li> <li>consonant-le</li> </ul>	<b>RF.3.3.E</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.3.E</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.3.E</b> Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.3.F</b> Decode one-syllable words (open and closed).	<b>RF.1.3.F</b> Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> <li>Compound words (e.g., cup/cake, cow/boy)</li> <li>Consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle)</li> <li>VC/CV (e.g., nap/kin, hap/py, stam/pede)</li> <li>V/CV (e.g., bo/nus)</li> </ul>	<b>RF.2.3.F</b> Decode regularly spelled two-syllable words with long vowels.	<b>RF.3.3.F</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.3.F</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.3.F</b> Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.4</b> Read <i>grade-appropriate</i> texts with purpose and understanding.	<b>RF.1.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.2.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.3.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.4.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.5.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.
<b>RF.K.4.A</b> Begins in Grade 1.	<b>RF.1.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.2.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.3.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.4.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.5.4.A</b> Read grade-level text with purpose and understanding.
<b>RF.K.4.B</b> Begins in Grade 1.	<b>RF.1.4.B</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>RF.2.4.B</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>RF.3.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>RF.4.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>RF.5.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.K.4.C</b> Begins in Grade 2.	<b>RF.1.4.C</b> Begins in Grade 2.	<b>RF.2.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.3.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.4.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.5.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards for Writing										
<b>Text Types and Purposes</b>										
	1 Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.									
	2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.									
	3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.									
<b>Production and Distribution of Writing</b>										
	4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.									
	5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.									
	6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.									
<b>Research to Build and Present Knowledge</b>										
	7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.									
	8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.									
	9 Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.									
<b>Range of Writing</b>										
	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.									
Grade-Level Standards for Writing K-12										
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<b>W.3.1</b> Write opinion pieces on topics or texts, supporting the opinion with reasons.	<b>W.4.1</b> Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	<b>W.5.1</b> Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	<b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>W.11-12.1</b> Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
W.K.1.A Begins in Grade 3.	W.1.1.A Begins in Grade 3.	W.2.1.A Begins in Grade 3.	<b>W.3.1.A</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<b>W.4.1.A</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	<b>W.5.1.A</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	<b>W.6.1.A</b> Introduce claim(s) and organize the reasons and evidence clearly.	<b>W.7.1.A</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>W.8.1.A</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>W.9-10.1.A</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	<b>W.11-12.1.A</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.K.1.B Begins in Grade 3.	W.1.1.B Begins in Grade 3.	W.2.1.B Begins in Grade 3.	<b>W.3.1.B</b> Provide reasons that support an opinion.	<b>W.4.1.B</b> Provide reasons that are supported by facts and details.	<b>W.5.1.B</b> Provide logically ordered reasons that are supported by facts and details.	<b>W.6.1.B</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>W.7.1.B</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>W.8.1.B</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>W.9-10.1.B</b> Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	<b>W.11-12.1.B</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.K.1.C Begins in Grade 3.	W.1.1.C Begins in Grade 3.	W.2.1.C Begins in Grade 3.	W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.	W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
W.K.1.D Begins in Grade 6.	W.1.1.D Begins in Grade 6.	W.2.1.D Begins in Grade 6.	W.3.1.D Begins in Grade 6.	W.4.1.D Begins in Grade 6.	W.5.1.D Begins in Grade 6.	W.6.1.D Establish and maintain a formal style.	W.7.1.D Establish and maintain a formal style.	W.8.1.D Establish and maintain a formal style.	W.9-10.1.D Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.	W.11-12.1.D Establish and maintain an appropriate style, <i>tone</i> , and format within the norms and conventions of the discipline.
W.K.1.E Begins in Grade 3.	W.1.1.E Begins in Grade 3.	W.2.1.E Begins in Grade 3.	W.3.1.E Provide a concluding statement or section.	W.4.1.E Provide a concluding statement or section related to the opinion presented.	W.5.1.E Provide a concluding statement or section related to the opinion presented.	W.6.1.E Provide a concluding statement or section that follows from the argument presented.	W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.	W.9-10.1.E Provide an appropriate concluding statement or section that supports the argument presented.	W.11-12.1.E Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they are writing about and supply some information about the topic.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.2.2 Write informative/explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.K.2.A Begins in Grade 3.	W.1.2.A Begins in Grade 3.	W.2.2.A Begins in Grade 3.	W.3.2.A Introduce a topic and group related information; include illustrations when useful to aiding comprehension.	W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and <i>multimedia</i> when useful to aiding comprehension.	W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.	W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.	W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.	W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.	W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or <i>multimedia</i> .	W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and <i>multimedia</i> to aid in comprehension.

W.K.2.B Begins in Grade 3.	W.1.2.B Begins in Grade 3.	W.2.2.B Begins in Grade 3.	W.3.2.B Develop the topic with facts, definitions, and details.	W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and/or other information and examples.	W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.	W.11-12.2.B Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotation) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
W.K.2.C Begins in Grade 1.	W.1.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.2.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.	W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.K.2.D Begins in Grade 4.	W.1.2.D Begins in Grade 4.	W.2.2.D Begins in Grade 4.	W.3.2.D Begins in Grade 4.	W.4.2.D Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	W.5.2.D Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	W.6.2.D Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	W.7.2.D Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	W.8.2.D Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	W.9-10.2.D Use <i>precise language</i> and <i>domain-specific words</i> to manage the complexity of the topic.	W.11-12.2.D Use <i>precise language</i> , <i>domain-specific words</i> , and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.K.2.E Begins in Grade 6.	W.1.2.E Begins in Grade 6.	W.2.2.E Begins in Grade 6.	W.3.2.E Begins in Grade 6.	W.4.2.E Begins in Grade 6.	W.5.2.E Begins in Grade 6.	W.6.2.E Establish and maintain a formal style.	W.7.2.E Establish and maintain a formal style.	W.8.2.E Establish and maintain a formal style.	W.9-10.2.E Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.	W.11-12.2.E Establish and maintain a formal style, objective <i>tone</i> , and appropriate format within norms and conventions of the discipline.
W.K.2.F Begins in Grade 3.	W.1.2.F Begins in Grade 3.	W.2.2.F Begins in Grade 3.	W.3.2.F Provide a concluding statement or section.	W.4.2.F Provide a concluding statement or section related to the information or explanation presented.	W.5.2.F Provide a concluding statement or section related to the information or explanation presented.	W.6.2.F Provide a concluding statement or section that supports the information or explanation presented.	W.7.2.F Provide a concluding statement or section that supports the information or explanation presented.	W.8.2.F Provide a concluding statement or section that supports the information or explanation presented.	W.9-10.2.F Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	W.11-12.2.F Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.	W.1.3 Write narratives in which they <i>recount</i> two or more appropriately sequenced events, include some details regarding what happened, use <i>temporal</i> words to signal event order, and provide some sense of closure.	W.2.3 Write narratives in which they <i>recount</i> a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use <i>temporal</i> words to signal event order, and provide a sense of closure.	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3 Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.K.3.A Begins in Grade 3.	W.1.3.A Begins in Grade 3.	W.2.3.A Begins in Grade 3.	<b>W.3.3.A</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>W.4.3.A</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>W.5.3.A</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>W.6.3.A</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.7.3.A</b> Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.8.3.A</b> Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.9-10.3.A</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more <i>points of view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<b>W.11-12.3.A</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of <i>view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.K.3.B Begins in Grade 3.	W.1.3.B Begins in Grade 3.	W.2.3.B Begins in Grade 3.	<b>W.3.3.B</b> Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>W.4.3.B</b> Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	<b>W.5.3.B</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>W.6.3.B</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>W.7.3.B</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>W.8.3.B</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>W.9-10.3.B</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<b>W.11-12.3.B</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.K.3.C Begins in Grade 3.	W.1.3.C Begins in Grade 3.	W.2.3.C Begins in Grade 3.	<b>W.3.3.C</b> Use <i>temporal</i> words and phrases to signal event order.	<b>W.4.3.C</b> Use a variety of transitional words and phrases to manage the sequence of events.	<b>W.5.3.C</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>W.6.3.C</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>W.7.3.C</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>W.8.3.C</b> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<b>W.9-10.3.C</b> Use a variety of techniques to sequence events so that they build on one another, creating coherence.	<b>W.11-12.3.C</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular <i>tone</i> and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.K.3.D Begins in Grade 4.	W.1.3.D Begins in Grade 4.	W.2.3.D Begins in Grade 4.	W.3.3.D Begins in Grade 4.	<b>W.4.3.D</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>W.5.3.D</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>W.6.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>W.7.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>W.8.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>W.9-10.3.D</b> Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.	<b>W.11-12.3.D</b> Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
W.K.3.E Begins in Grade 3.	W.1.3.E Begins in Grade 3.	W.2.3.E Begins in Grade 3.	<b>W.3.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>W.4.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>W.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>W.6.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>W.7.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>W.8.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>W.9-10.3.E</b> Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>W.11-12.3.E</b> Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.

W.K.4 Begins in Grade 3.	W.1.4 Begins in Grade 3.	W.2.4 Begins in Grade 3.	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.K.5 With guidance and support from adults, respond to questions and add details to strengthen writing as needed.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.5 Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from <i>standard English</i> in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language).	W.7.5 Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.8.5 Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	W.5.6 Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report, record science observations).	W.3.7 Conduct short research projects that build knowledge about a topic.	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.7.7 Conduct short or more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W.8.7 Conduct short or more sustained research projects to answer a question, including a self-generated question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.9-10.7 Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.7 Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p><b>W.K.8</b> With prompting and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources.  <ul style="list-style-type: none"> <li>Take brief notes on sources.</li> <li>Sort evidence into provided categories.</li> </ul> </p>	<p><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources.  <ul style="list-style-type: none"> <li>Take notes and categorize information.</li> <li>Provide a list of sources.</li> </ul> </p>	<p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources.  <ul style="list-style-type: none"> <li>Summarize or paraphrase information in notes and finished work.</li> <li>Provide a list of sources.</li> </ul> </p>	<p><b>W.6.8</b> Gather relevant information from multiple print and digital sources.  <ul style="list-style-type: none"> <li>Assess the credibility of each source.</li> <li>Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>Provide basic bibliographic information for sources.</li> </ul> </p>	<p><b>W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively.  <ul style="list-style-type: none"> <li>Assess the credibility and accuracy of each source.</li> <li>Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>Follow a standard format for citation.</li> </ul> </p>	<p><b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively.  <ul style="list-style-type: none"> <li>Assess the credibility and accuracy of each source.</li> <li>Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>Follow a standard format for citation.</li> </ul> </p>	<p><b>W.9-10.8</b> Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.  <ul style="list-style-type: none"> <li>Assess the usefulness of each source in answering the research question.</li> <li>Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.</li> <li>Follow a standard format for citation.</li> </ul> </p>	<p><b>W.11-12.8</b> Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.  <ul style="list-style-type: none"> <li>Assess the strengths and limitations of each source in terms of the task, purpose, and audience.</li> <li>Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.</li> <li>Follow a standard format for citation.</li> </ul> </p>
<p><b>W.K.9</b> Begins in Grade 4.</p>	<p><b>W.1.9</b> Begins in Grade 4.</p>	<p><b>W.2.9</b> Begins in Grade 4.</p>	<p><b>W.3.9</b> Begins in Grade 4.</p>	<p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>W.6.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.</p>	<p><b>W.7.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.</p>	<p><b>W.8.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.</p>	<p><b>W.9-10.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.</p>	<p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.</p>
<p><b>W.K.9.A</b> Begins in Grade 4.</p>	<p><b>W.1.9.A</b> Begins in Grade 4.</p>	<p><b>W.2.9.A</b> Begins in Grade 4.</p>	<p><b>W.3.9.A</b> Begins in Grade 4.</p>	<p><b>W.4.9.A</b> Apply Grade 4 Reading standards to literature</p>	<p><b>W.5.9.A</b> Apply Grade 5 Reading standards to literature.</p>	<p><b>W.6.9.A</b> Apply Grade 6 Reading standards to literature.</p>	<p><b>W.7.9.A</b> Apply grade 7 Reading standards to literature.</p>	<p><b>W.8.9.A</b> Apply Grade 8 Reading standards to literature.</p>	<p><b>W.9-10.9.A</b> Apply Grades 9-10 Reading standards to literature.</p>	<p><b>W.11-12.9.A</b> Apply Grades 11-12 Reading standards to literature.</p>
<p><b>W.K.9.B</b> Begins in Grade 4.</p>	<p><b>W.1.9.B</b> Begins in Grade 4.</p>	<p><b>W.2.9.B</b> Begins in Grade 4.</p>	<p><b>W.3.9.B</b> Begins in Grade 4.</p>	<p><b>W.4.9.B</b> Apply Grade 4 Reading standards to informational texts.</p>	<p><b>W.5.9.B</b> Apply Grade 5 Reading standards to informational texts.</p>	<p><b>W.6.9.B</b> Apply Grade 6 Reading standards to informational texts.</p>	<p><b>W.7.9.B</b> Apply Grade 7 Reading standards to informational texts.</p>	<p><b>W.8.9.B</b> Apply Grade 8 Reading standards to informational texts.</p>	<p><b>W.9-10.9.B</b> Apply Grades 9-10 Reading standards to informational texts.</p>	<p><b>W.11-12.9.B</b> Apply Grades 11-12 Reading standards to informational texts.</p>

<p><b>W.K.10</b> Write routinely, with prompting and support, over short time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.1.10</b> Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.2.10</b> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.3.10</b> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.4.10</b> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.5.10</b> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.6.10</b> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.7.10</b> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.8.10</b> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.9-10.10</b> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>W.11-12.10</b> Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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**Anchor Standards for Speaking and Listening**

<b>Comprehension and Collaboration</b>									
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.								
2	Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.								
3	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.								
<b>Presentation of Knowledge and Ideas</b>									
4	Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.								
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.								
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.								

**Grade-Level Standards for Speaking and Listening**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<p><b>SL.K.1</b> Participate in <i>collaborative conversations</i> with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p><b>SL.1.1</b> Participate in <i>collaborative conversations</i> with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p><b>SL.2.1</b> Participate in <i>collaborative conversations</i> with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p><b>SL.3.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> <p>diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><b>SL.4.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> <p>with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><b>SL.5.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> <p>with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><b>SL.6.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> <p>with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>SL.7.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> <p>with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>SL.8.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> <p>with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>SL.9-10.1</b> Initiate and participate effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> <p>with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>SL.11-12.1</b> Initiate and participate effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> <p>with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><b>SL.K.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><b>SL.1.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>SL.2.1.A</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>SL.3.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>SL.4.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>SL.5.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>SL.6.1.A</b> 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.</p>	<p><b>SL.7.1.A</b> 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.</p>	<p><b>SL.8.1.A</b> 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.</p>	<p><b>SL.9-10.1.A</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><b>SL.11-12.1.A</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
<p><b>SL.K.1.B</b> Continue a conversation through multiple exchanges.</p>	<p><b>SL.1.1.B</b> Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p><b>SL.2.1.B</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p><b>SL.3.1.B</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>SL.4.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>SL.5.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>SL.6.1.B</b> Follow rules for <i>collegial discussions</i>, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.7.1.B</b> Follow rules for <i>collegial discussions</i>, track progress toward specifically set goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.8.1.B</b> Follow rules for <i>collegial discussions</i> and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.9-10.1.B</b> Work with peers to set rules for <i>collegial discussions</i> and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p><b>SL.11-12.1.B</b> Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>

SL.K.1.C Begins in Grade 1.	<b>SL.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.	<b>SL.2.1.C</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>SL.3.1.C</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	<b>SL.4.1.C</b> 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.	<b>SL.5.1.C</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<b>SL.6.1.C</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<b>SL.7.1.C</b> 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.	<b>SL.8.1.C</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>SL.9-10.1.C</b> Propel conversations by posing and responding to questions that relate the current discussion to broader <i>themes</i> or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<b>SL.11-12.1.C</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative <i>perspectives</i> .
SL.K.1.D Begins in Grade 3.	SL.1.1.D Begins in Grade 3.	SL.2.1.D Begins in Grade 3.	<b>SL.3.1.D</b> Explain their own ideas and understanding in light of the discussion.	<b>SL.4.1.D</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>SL.5.1.D</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>SL.6.1.D</b> Review the key ideas expressed and demonstrate understanding of multiple <i>perspectives</i> through reflection and paraphrasing.	<b>SL.7.1.D</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SL.8.1.D</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>SL.9-10.1.D</b> Respond thoughtfully to diverse <i>perspectives</i> , <i>summarize</i> points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<b>SL.11-12.1.D</b> Respond thoughtfully to diverse <i>perspectives</i> ; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

<b>SL.K.2</b> With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.	<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.	<b>SL.2.2</b> <i>Recount</i> or describe key ideas or details from a text read aloud, information presented orally, or through other media.	<b>SL.3.2</b> Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).	<b>SL.4.2</b> Paraphrase portions of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).	<b>SL.5.2</b> <i>Summarize</i> information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).	<b>SL.6.2</b> Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.	<b>SL.7.2</b> Analyze the main ideas and supporting details that are gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how the ideas clarify a topic, text, or issue under study.	<b>SL.8.2</b> Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<b>SL.9-10.2</b> Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches), evaluating the credibility and accuracy of each source.	<b>SL.11-12.2</b> Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>SL.2.3</b> 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.	<b>SL.3.3</b> Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.	<b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.	<b>SL.5.3</b> <i>Summarize</i> the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>SL.6.3</b> Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>SL.7.3</b> Determine a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SL.8.3</b> Examine a speaker's argument and specific claims, evaluating the soundness of the reasoning and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<b>SL.9-10.3</b> Evaluate a speaker's <i>perspective</i> , reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>SL.11-12.3</b> Evaluate a speaker's <i>perspective</i> , reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and <i>tone</i> used.
<b>SL.K.4</b> Describe familiar people, places, things, and events; provide additional details with prompting and support.	<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>SL.2.4</b> Tell a story or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>SL.3.4</b> Report on a topic or text, tell a story, or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<b>SL.4.4</b> Report on a topic or text, tell a story, or <i>recount</i> an experience to support main ideas or <i>themes</i> . • Organize ideas logically. • Use appropriate facts. • Use relevant, descriptive details. • Speak clearly at an understandable pace.	<b>SL.5.4</b> Report on a topic or text or present an opinion to support main ideas or <i>themes</i> . • Sequencing ideas logically. • Use appropriate facts. • Use relevant, descriptive details. • Speaking clearly at an understandable pace.	<b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or <i>themes</i> ; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.7.4</b> Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.8.4</b> Present claims and findings, emphasizing the most important 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.	<b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct <i>perspective</i> , such that listeners can follow the line of reasoning, alternative or opposing <i>perspectives</i> are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>SL.K.5</b> Add drawings or other <i>visual displays</i> to descriptions of familiar people, places, things, and events as desired to provide additional detail.	<b>SL.1.5</b> Add drawings or other <i>visual displays</i> to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other <i>visual displays</i> to stories or <i>recounts</i> of experiences when appropriate to clarify ideas, thoughts, and feelings.	<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add <i>visual displays</i> when appropriate to emphasize or enhance certain facts or details.	<b>SL.4.5</b> Add audio recordings and <i>visual displays</i> to presentations when appropriate to enhance the development of main ideas or <i>themes</i> .	<b>SL.5.5</b> Include <i>multimedia</i> components and <i>visual displays</i> in presentations when appropriate to enhance the development of main ideas or <i>themes</i> .	<b>SL.6.5</b> Include <i>multimedia</i> components (e.g., graphics, images, music, sound) and <i>visual displays</i> in presentations to clarify information.	<b>SL.7.5</b> Include <i>multimedia</i> components and <i>visual displays</i> in presentations to clarify claims and findings and emphasize the primary points.	<b>SL.8.5</b> Integrate <i>multimedia</i> and <i>visual displays</i> into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.	<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>SL.4.6</b> Use <i>standard English</i> when speaking, differentiating between contexts that call for <i>formal English</i> and situations where informal discourse is appropriate.	<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using <i>formal English</i> when appropriate to task and situation.	<b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or <i>formal English</i> when indicated or appropriate.

**Anchor Standards for Language**

<b>Conventions of Standard English</b>										
1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.										
<b>Knowledge of Language</b>										
3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.										
<b>Vocabulary Acquisition and Use</b>										
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.										
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										
6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.										

**Grade-Level Standards for Language**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>L.K.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Kindergarten when writing or speaking.	<b>L.1.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 1 when writing or speaking.	<b>L.2.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 2 when writing or speaking .	<b>L.3.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 3 when writing or speaking.	<b>L.4.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 4 when writing or speaking.	<b>L.5.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 5 when writing or speaking.	<b>L.6.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 6 when writing or speaking.	<b>L.7.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 7 when writing or speaking.	<b>L.8.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 8 when writing or speaking.	<b>L.9-10.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grades 9-10 when writing or speaking.	<b>L.11-12.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grades 11-12 when writing or speaking.
L.K.1.A Begins in Grade 3.	L.1.1.A Begins in Grade 3.	L.2.1.A Begins in Grade 3.	<b>L.3.1.A</b> Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.	L.4.1.A Taught in Grade 3 and should be reinforced as needed.	L.5.1.A Taught in Grade 3 and should be reinforced as needed.	<b>L.6.1.A</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>L.7.1.A</b> Explain the function of phrases (e.g., adverbial, adjectival, prepositional) and clauses in general and their function in specific sentences.	<b>L.8.1.A</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>L.9-10.1.A</b> Use parallel structure.	<b>L.11-12.1.A</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<b>L.K.1.B</b> Use frequently occurring nouns. ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<b>L.1.1.B</b> Use common, proper, and singular possessive nouns (e.g., dog, dog's; Skippy, Skippy's).	<b>L.2.1.B</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).	<b>L.3.1.B</b> Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood).	L.4.1.B Taught in Grade 3 and should be reinforced as needed.	L.5.1.B Taught in Grade 3 and should be reinforced as needed.	<b>L.6.1.B</b> Use intensive pronouns (e.g., myself, ourselves) correctly.	<b>L.7.1.B</b> Demonstrate command of simple, compound, complex, and compound-complex sentences to convey ideas and meaning.	<b>L.8.1.B</b> Form and use verbs in the active and passive voice.	<b>L.9-10.1.B</b> Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	<b>L.11-12.1.B</b> Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

<b>L.K.1.C</b> Use frequently occurring verbs.	<b>L.1.1.C</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home.). ● Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.).	<b>L.2.1.C</b> Form and use regular and irregular verbs.	<b>L.3.1.C</b> Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). ● Form and use the past tense of frequently occurring irregular verbs.	<b>L.4.1.C</b> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).	<b>L.5.1.C</b> Use verb tense to convey various times, sequences, states, and conditions. ● Recognize and correct inappropriate shifts in verb tense.	<b>L.6.1.C</b> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	<b>L.7.1.C</b> Taught in Grade 6 and should be reinforced as needed.	<b>L.8.1.C</b> Form and use verbs in the indicative, imperative, and interrogative mood.	<b>L.9-10.1.C</b> Form and use verbs in the conditional and subjunctive mood.	<b>L.11-12.1.C</b> Form and use correctly the full range of verb tenses and moods.
<b>L.K.1.D</b> Begins in Grade 1.	<b>L.1.1.D</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).	<b>L.2.1.D</b> Use reflexive pronouns (e.g., myself, ourselves).	<b>L.3.1.D</b> Ensure subject-verb and pronoun-antecedent agreement.	<b>L.4.1.D</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.5.1.D</b> Use relative pronouns whose, whom, who, which, and that.	<b>L.6.1.D</b> Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.	<b>L.7.1.D</b> Use correct shifts in pronoun number and person and use relative pronouns whose, whom, who, which, and that with the appropriate antecedents.	<b>L.8.1.D</b> Recognize and correct inappropriate shifts in verb voice.	<b>L.9-10.1.D</b> Recognize and correct inappropriate shifts in verb voice and mood.	<b>L.11-12.1.D</b> Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.
<b>L.K.1.E</b> Begins in Grade 1.	<b>L.1.1.E</b> Use adjectives. ● Use determiners, noun markers, to add specificity (e.g., a book, the book).	<b>L.2.1.E</b> Use adjectives and adverbs and choose between them depending on what is modified. ● Use determiners, noun markers, to add specificity (e.g., a, an, the, many few, each, every, this, that, these, those).	<b>L.3.1.E</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<b>L.4.1.E</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<b>L.5.1.E</b> Use the relative adverbs where, when, and why.	<b>L.6.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.7.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.8.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.9-10.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.11-12.1.E</b> Taught in Grade 5 and should be reinforced as needed.
<b>L.K.1.F</b> Begins in Grade 1.	<b>L.1.1.F</b> Use conjunctions (e.g., and, but, or, so).	<b>L.2.1.F</b> Use conjunctions to form compound subjects and predicates.	<b>L.3.1.F</b> Use coordinating conjunctions appropriately.	<b>L.4.1.F</b> Explain the function of conjunctions and interjections in general and their function in particular sentences.	<b>L.5.1.F</b> Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when) appropriately.	<b>L.6.1.F</b> Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.	<b>L.7.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.8.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.9-10.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.11-12.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<b>L.K.1.G</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).	<b>L.1.1.G</b> Use prepositions (e.g., during, beyond, toward).	<b>L.2.1.G</b> Use prepositions correctly.	<b>L.3.1.G</b> Form and use prepositional phrases.	<b>L.4.1.G</b> Form and use prepositional phrases.	<b>L.5.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.6.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.7.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.8.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.9-10.1.G</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.11-12.1.G</b> Taught in Grade 4 and should be reinforced as needed.

<b>L.K.1.H</b> Independently produce and expand complete sentences in shared language activities. ● With prompting and support, use spaces to separate words in a sentence.	<b>L.1.1.H</b> Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Use appropriate spacing to separate words in a sentence.	<b>L.2.1.H</b> Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie; in the afternoon, the little boy watched the movie.).	<b>L.3.1.H</b> Demonstrate command of simple sentences and produce compound sentences.	<b>L.4.1.H</b> Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. ● Use independent clauses and coordinating conjunctions when writing a compound sentence.	<b>L.5.1.H</b> Produce complex sentences using dependent clauses and subordinating conjunctions.	<b>L.6.1.H</b> Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	<b>L.7.1.H</b> Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	<b>L.8.1.H</b> Taught in Grade 7 and should be reinforced as needed.	<b>L.9-10.1.H</b> Taught in Grade 7 and should be reinforced as needed.	<b>L.11-12.1.H</b> Taught in Grade 7 and should be reinforced as needed.
<b>L.K.1.I</b> Begins in Grade 4.	<b>L.1.1.I</b> Begins in Grade 4.	<b>L.2.1.I</b> Begins in Grade 4.	<b>L.3.1.I</b> Begins in Grade 4.	<b>L.4.1.I</b> Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.	<b>L.5.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.6.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.7.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.8.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.9-10.1.I</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.11-12.1.I</b> Taught in Grade 4 and should be reinforced as needed.
<b>L.K.1.J</b> Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).	<b>L.1.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.2.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.3.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.4.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.5.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.6.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.7.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.8.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.9-10.1.J</b> Taught in Kindergarten and should be reinforced as needed.	<b>L.11-12.1.J</b> Taught in Kindergarten and should be reinforced as needed.
<b>L.K.1.K</b> Print all upper- and lowercase letters legibly.	<b>L.1.1.K</b> Print all upper- and lowercase letters with proper letter formation.	<b>L.2.1.K</b> Print all upper- and lowercase letters accurately. By the end of grade two, produce some cursive uppercase and lowercase letters.	<b>L.3.1.K</b> Form all upper- and lowercase letters to write words legibly in cursive.	<b>L.4.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.5.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.6.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.7.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.8.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.9-10.1.K</b> Taught in Grade 3 and should be reinforced as needed.	<b>L.11-12.1.K</b> Taught in Grade 3 and should be reinforced as needed.
<b>L.K.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.	<b>L.1.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.	<b>L.2.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 2. when writing.	<b>L.3.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.	<b>L.4.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.	<b>L.5.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.	<b>L.6.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.	<b>L.7.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.	<b>L.8.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.	<b>L.9-10.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.	<b>L.11-12.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing.
<b>L.K.2.A</b> Capitalize the first word in a sentence and the pronoun I.	<b>L.1.2.A</b> Capitalize the first word in sentences, the pronoun I, dates, and names of people.	<b>L.2.2.A</b> Capitalize holidays, product names, and geographic names.	<b>L.3.2.A</b> Capitalize appropriate words in titles.	<b>L.4.2.A</b> Use correct capitalization.	<b>L.5.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.6.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.7.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.8.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.9-10.2.A</b> Taught in Grade 4 and should be reinforced as needed.	<b>L.11-12.2.A</b> Taught in Grade 4 and should be reinforced as needed.

<b>L.K.2.B</b> Recognize and name end punctuation.	<b>L.1.2.B</b> Use end punctuation for sentences.	<b>L.2.2.B</b> Use an apostrophe to form contractions and frequently occurring possessives.	<b>L.3.2.B</b> Form and use possessives with and without apostrophes, as appropriate (e.g., girl's, boy's, her, his, their, its, students').	<b>L.4.2.B</b> Use correct spelling of plurals and possessives in writing.	<b>L.5.2.B</b> Use underlining, quotation marks, or italics to indicate titles of works.	<b>L.6.2.B</b> Use punctuation • commas • parentheses • dashes to set off nonrestrictive/parenthetical elements.	<b>L.7.2.B</b> Use a semicolon to join elements of a series when individual items of the series already include commas.	<b>L.8.2.B</b> Use an ellipsis to indicate an omission.	<b>L.9-10.2.B</b> Use a colon appropriately to introduce a list, quotation, or clarification.	<b>L.11-12.2.B</b> Observe hyphenation conventions.
<b>L.K.2.C</b> Begins in Grade 1.	<b>L.1.2.C</b> Use commas in dates and to separate single words in a series.	<b>L.2.2.C</b> Use commas in greetings and closings of letters.	<b>L.3.2.C</b> Use commas according to the conventions of <i>standard English</i> . • Use a comma before a coordinating conjunction in a compound sentence. • Use commas in addresses. • Use commas and quotation marks in dialogue.	<b>L.4.2.C</b> Use commas and quotation marks to mark direct speech and quotations from a text.	<b>L.5.2.C</b> Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off appositives, the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you.</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ). • Use punctuation to separate items in a series.	<b>L.6.2.C</b> Use commas to set off clauses.	<b>L.7.2.C</b> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie.</i> ).	<b>L.8.2.C</b> Use punctuation • commas • ellipses • dashes to indicate a pause or break.	<b>L.9-10.2.C</b> Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.	<b>L.11-12.2.C</b> Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
<b>L.K.2.D</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell consonant-vowel-consonant (CVC) words correctly. • Spell words phonetically, drawing on knowledge of sound-letter relationships.	<b>L.1.2.D</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.	<b>L.2.2.D</b> Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil). • Consult reference materials, including beginning dictionaries as needed to check and correct spellings. • Reference spelling patterns chart to clarify types of spelling patterns.	<b>L.3.2.D</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>L.4.2.D</b> Spell <i>grade-appropriate</i> words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).	<b>L.5.2.D</b> Spell <i>grade-appropriate</i> words correctly, consulting references as needed.	<b>L.6.2.D</b> Spell correctly.	<b>L.7.2.D</b> Spell correctly.	<b>L.8.2.D</b> Spell correctly.	<b>L.9-10.2.D</b> Spell correctly.	<b>L.11-12.2.D</b> Spell correctly.
<b>L.K.3</b> Begins in Grade 2.	<b>L.1.3</b> Begins in Grade 2.	<b>L.2.3</b> Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.	<b>L.3.3</b> Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	<b>L.4.3</b> Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.	<b>L.5.3</b> Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.	<b>L.6.3</b> Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening.	<b>L.7.3</b> Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.	<b>L.8.3</b> Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.	<b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>L.K.3.A</b> Begins in Grade 3.	<b>L.1.3.A</b> Begins in Grade 3.	<b>L.2.3.A</b> Begins in Grade 3.	<b>L.3.3.A</b> Choose words and phrases for effect.	<b>L.4.3.A</b> Choose words and phrases to convey ideas precisely. • Choose punctuation for effect.	<b>L.5.3.A</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>L.6.3.A</b> Vary sentence patterns for meaning, reader/listener interest, and style.	<b>L.7.3.A</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>L.8.3.A</b> Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).	<b>L.9-10.3.A</b> Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<b>L.11-12.3.A</b> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed.

L.K.3.B Begins in Grade 3.	L.1.3.B Begins in Grade 3.	L.2.3.B Begins in Grade 3.	L.3.3.B Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .	L.4.3.B Demonstrate through writing and speech the impact that audience and purpose have on how a message is shaped (e.g., word choice, form).	L.5.3.B Compare and contrast the varieties of English (e.g., <i>dialects, registers</i> ) used in stories, dramas, or poems.	L.6.3.B Maintain consistency in style and <i>tone</i> .	L.7.3.B Maintain consistency in style and <i>tone</i> , based on audience, purpose, message, and form.	L.8.3.B Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.	L.9-10.3.B Use verbs in the conditional and subjunctive mood to achieve particular effects.	L.11-12.3.B Apply an understanding of syntax to the study of complex texts when reading.
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of effective strategies.	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of effective strategies.	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies.	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies.	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of effective strategies.	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.	L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.	L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.
L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	L.4.4.A Use context (e.g., definitions, examples, restatements in text) as clues to the meaning of a word or phrase.	L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, less) as a clue to the meaning of an unknown word.	L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.	L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/ <i>retell</i> ).	L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	L.4.4.B Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	L.5.4.B Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	L.6.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.7.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	L.8.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.9-10.4.B Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	L.11-12.4.B Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.K.4.C Begins in Grade 1.	L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.5.4.C Consult reference materials, both print and digital, to find the pronunciation and clarify the precise meaning of key words and phrases.	L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.7.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.



L.K.4.D Begins in Grade 2.	L.1.4.D Begins in Grade 2.	L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.4.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.5.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.K.5 With guidance and support from adults, explore word relationships and <i>nuances</i> in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and <i>nuances</i> in word meanings.	L.2.5 Demonstrate understanding of word relationships and <i>nuances</i> in word meanings.	L.3.5 Demonstrate understanding of figurative language, word relationships and <i>nuances</i> in word meanings, as appropriate for the grade level.	L.4.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	L.5.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	L.6.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	L.7.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	L.8.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	L.11-12.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.
L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	L.2.5.A Sort words into categories based on multiple attributes (e.g., A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.	L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	L.5.5.A Interpret figurative language in context, including but not limited to, similes and metaphors.	L.6.5.A Interpret figures of speech (e.g., extended metaphor, personification) in context.	L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	L.8.5.A Interpret figures of speech (e.g., verbal irony, puns) in context.	L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	L.4.5.B Recognize and explain the meaning of common idioms and proverbs.	L.5.5.B Interpret the meaning of common idioms and proverbs.	L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	L.8.5.B Use the relationship between particular words to better understand each of the words.	L.9-10.5.B Analyze <i>nuances</i> in the meaning of words with similar denotations.	L.11-12.5.B Analyze <i>nuances</i> in the meaning of words with similar denotations.
L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).	L.2.5.C Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L.4.5.C Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not identical meanings, synonyms.	L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.	L.6.5.C Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., stingy, scrimping, economical, unwasteful, thrifty).	L.7.5.C Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., refined, respectful, polite, diplomatic).	L.8.5.C Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., willful, firm, persistent, resolute).	L.9-10.5.C Taught in Grade 8 and should be reinforced as needed.	L.11-12.5.C Taught in Grade 8 and should be reinforced as needed.
L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L.2.5.D Taught in Grade 1 and should be reinforced as needed.	L.3.5.D Taught in Grade 1 and should be reinforced as needed.	L.4.5.D Taught in Grade 1 and should be reinforced as needed.	L.5.5.D Taught in Grade 1 and should be reinforced as needed.	L.6.5.D Taught in Grade 1 and should be reinforced as needed.	L.7.5.D Taught in Grade 1 and should be reinforced as needed.	L.8.5.D Taught in Grade 1 and should be reinforced as needed.	L.9-10.5.D Taught in Grade 1 and should be reinforced as needed.	L.11-12.5.D Taught in Grade 1 and should be reinforced as needed..

<b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	<b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).	<b>L.3.6</b> Acquire and use accurately <i>grade-appropriate conversational, general academic and domain-specific words</i> and phrases, including those that signal spatial and <i>temporal</i> relationships (e.g., After dinner that night we went looking for them).	<b>L.4.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).	<b>L.5.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases, including transition words that signal contrast, addition, and other logical relationships.	<b>L.6.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.7.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.8.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.9-10.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.11-12.6</b> Acquire and use accurately a range of <i>grade-appropriate general academic and domain-specific words</i> and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.