

Final ELA Common Core State Standards: An Overview of Grades K–5

- The development of these standards was led by the **CCSSO (Council of Chief State School Officers)** and the **NGO (National Governors Association)**. The goal was to bring together the latest research and a wide range of stakeholders to create the “next generation of ELA standards.” The goal of the standards is college and career readiness in the 21st century.
- The standards are (1) research- and evidence-based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked.
- The standards are divided into **College and Career Readiness Standards** (general standards that are the same across grades) and **Grade-Specific Standards** (grade-level aspects of the CCR Standards). For example, one of the general Reading CCR Standards is *“Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.”* The Grade-Specific Standard for that general CCR Standard is *“Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals”* in Grade 3 and *“Summarize a text and derive a theme of a story, drama, or poem from details in the text”* for Grade 4.
- The standards **define what all students must learn, NOT everything teachers are allowed to teach**. Therefore, states determine how these instructional goals are reached and can expand on these standards by grade and for advanced-level students. School districts can also determine how to teach to these standards. For example, a specific writing process and a comprehensive list of comprehension monitoring strategies are not provided. The standards also do not address the methods or materials needed for intervention students or English learners, but they do say that modifications will be needed to help these students achieve grade-level success. The common core state standards have fewer standards than most state standards documents.
- The standards are **divided into 4 categories**: (1) Reading, (2) Writing, (3) Speaking and Listening, and (4) Language (including writing conventions and vocabulary). There is a special section in Grades K through 3 for Foundational Skills (e.g., print concepts, phonological awareness, phonics and word recognition, and fluency).

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■ The standards specify the types and difficulty of texts students should read at each grade level, beginning at Grade 2. This is referred to as **text complexity**. For example, Grade 2 students read 100% of their texts in the 2–3 range, whereas Grade 3 students read 70% of their texts in the 2–3 range and 30% in the 4–5 range. By Grade 4, 50% of the texts students read should be expository. A list of exemplar texts is provided at each level, with sample texts shown.

■ Students are expected to read text at their grade level and higher in order to “stretch them” to prepare for college and career demands. This is based on a study conducted by ACT Inc., in which “what students could read, in terms of its complexity, was at least as important as what they could do with what they read.” That is, the study looked at the factors that had the most influence on getting students ready for the demands of college and the workplace (e.g., higher-order thinking). The study found that text complexity had decreased over the past 50 years and that reading levels among adults in the U.S. were “disturbingly low.” This has resulted in negative effects on a person’s college and career success. **Students need the skill and stamina to read the types of challenging texts the real world demands.** The standards want this to begin in the primary grades, with temporary scaffolding provided to students for the more difficult texts at each grade.

■ The standards state that **text complexity will be measured using a 3-Part Model**. This includes looking at: (1) **qualitative** features of text (à la Guided Reading dimensions), (2) **quantitative** measures (à la readability formulas such as Dale-Chall, Flesch-Kincaid, and Lexiles), and (3) **reader and task considerations** (e.g., interest level, age appropriateness, and background knowledge assessed using teacher judgment). The standards support this examination of text because they acknowledge weaknesses in any one way to measure text complexity. The writers of the standards suggest curriculum creators use “multiple quantitative measures” to level a text (e.g., Lexile and Flesch-Kincaid), then confirm or modify those results using qualitative measures.

■ The **use of quantitative measures for determining text complexity begins at Grade 2**. For Grades K and 1, the standards recommend using “grade-appropriate text” determined by teachers, as existing quantitative measures do not work for beginning reading texts. The standards provide sample texts, but they are at the high end of what students can read at this level (e.g., *Frog and Toad*). The standards avoid taking sides on the use of decodable text, with no mention of it at all. The standards also state that these quantitative measures are not effective for leveling poetry.

■ In an effort to advance the use of qualitative measures, the standards **recommend the use of a new text measuring system developed by Coh-Metrix**, a nonprofit service operated by the University of Memphis. This measure looks at 60 indices related to text coherence, such as narrativity, sentence-level cohesion, overall text cohesion, syntax, and word abstractness. For example, a text with high cohesion helps the reader by providing explicit connections among ideas. These connections include signaling relationships among words, sentences, and ideas using repetition and concrete language. This measure encourages publishers NOT to modify texts to make them “easier” for a readability score; often an editor shortens sentences or cuts words to make the text shorter, thereby destroying the natural connections among ideas. What the editor has created is a text with a lower readability score but one that is actually more difficult to comprehend. The Coh-Metrix measure provides a way to determine the appropriate text for students by giving a grade-level score and identifying the possible challenges in a given text (e.g., high in abstract words).

■ The standards have some **notable inclusions and areas of emphasis** over most current state standards. These include (1) the prominent inclusion of **poetry**, (2) the increased emphasis on reading **expository text** (50% by Grade 4, 70% by Grade 12), (3) the emphasis on strong **Speaking and Listening** skills, and (4) the inclusion of **argument writing** (persuasive writing) beginning in Kindergarten (called “opinion” writing in K–5).

■ The emphasis on argument writing reflects 21st-century college and workplace demands. In most current state standards, students begin this type of writing around Grade 4. In the new common core state standards, fourth-grade students are expected to write 30% to persuade (argument), 35% to explain (expository), and 35% to convey experience (narrative). They build to this high percentage of argument writing through opinion writing in Grades K–3.

■ The Speaking and Listening standards highlight the connection between oral language and reading growth in the early grades, citing studies by Hart/Risley and Sticht. For example, the studies found that (1) the total number of words children had heard as preschoolers predicted how many words they understood and how fast they could learn new words in Kindergarten, and (2) children’s listening comprehension outpaces their reading comprehension until Grades 6–8. Therefore, instruction needs to explicitly address the link between oral and written language (e.g., increase read alouds—especially nonfiction—with rich, structured conversations with adults by comparing, contrasting, analyzing, and synthesizing information to build knowledge).

■ **Conventions** (grammar, usage, mechanics) are **taught in a recursive manner** in the standards. That is, students learn increasingly complex aspects of conventions as they move through the grades. For example, students revisit verbs by studying different verb tenses and subject-verb agreement in increasingly more complex sentences as they progress through the grades.

■ There is a focus in the standards on learning **Tier 2 and Tier 3 vocabulary words** as well as direct instruction in word parts, word origins, and word relationships. Therefore, the current national trend to increase vocabulary instruction and target specific words (e.g., high-utility academic words) is apparent.

■ The common core state standards are **fairly well correlated to the current Texas and Florida standards**, with less connection to the current California standards. However, most basal reading programs contain far more skill instruction than is listed on any state standards document, and a correlation of a basal reading program to these common core state standards (for any state) would be relatively close. The **possible areas of concern** would be (1) writing (especially argument writing and the emphasis on linking ideas in text using key words and phrases), (2) the increased emphasis on comparing/contrasting texts at the early grades (across books, authors, themes, genres), (3) the text complexity levels required for each grade (as most basal publishers try to average their readabilities by unit within a grade level), and (4) the increased emphasis on analyzing and synthesizing information in speech and writing. Curriculum developers will need to address these issues aggressively in the upcoming basal reading adoptions.

For Publishers: Implementing the New Common Core State Standards

- ❶ Increase the amount of nonfiction text in your basal reading materials (minimum of 50% expository by Grade 4).
- ❷ Increase the amount of poetry in your basal reading materials.
- ❸ Examine the reading levels of the books/selections included in your materials (using the text complexity grade-level band recommendations) so that more text is at a challenging level for the on-level student. Show and/or justify text levels using the 3-Part Model: quantitative (readability scores), qualitative (Guided Reading analysis), and professional judgment.
- ❹ Create formal speaking and listening strands that include explicit weekly instruction and application. This can no longer be a small side strand connected only to unit projects.
- ❺ Increase the emphasis on comparing, contrasting, analyzing, and synthesizing information (higher-order thinking) in and across texts beginning in Kindergarten (across books, authors, themes, genres).
- ❻ Include persuasive/opinion writing in the primary grades, and build instructional intensity in this area throughout the grades.
- ❼ Focus more on text structure and the signal words in text that connect ideas in all types of reading and writing—argument, narrative, expository.
- ❽ Develop a tighter spiral curriculum for writing and conventions in which each grade builds on the skills of the previous grade.

- ⑨ Increase the link between oral language and written language via a more rigorous read-aloud strand connected to grade-level vocabulary and knowledge-building needs. Use research-based discussion strategies (e.g., Beck) to maximize learning using these read-aloud texts.
- ⑩ Justify vocabulary instructional choices and categorize by Tier 2 or Tier 3.

The following pages contain a **detailed correlation** of the common core state standards to the current state standards for California, Texas, and Florida.

You will notice intermittent gaps in the numbering and lettering of the standards. These are not typographical errors. Not all standards apply to each grade level, especially at the lower grades. The specific grade standards are offshoots of the general ones.

You will also notice some standards marked with an asterisk. This indicates standards that are not to be mastered in one grade but will be worked on over many grades.

Common Core State Standards Correlations with California, Texas, and Florida English Language Arts Standards

(Note: Standards are not worded in the same way across documents. Those listed are the closest approximation to the common core state standard.)

Kindergarten

| Common Core State Standards for English Language Arts | California | Texas | Florida |
|--|-------------------|-------------------|--------------------------------|
| READING | | | |
| Standards for Literature | | | |
| <u>Key Ideas and Details</u> | R2.5 | 6, 8 | LA.K.1.7.3, LA.K.2.1.5 |
| 1. With prompting and support, ask and answer questions about key details in a text. | | | |
| 2. With prompting and support, retell familiar stories, including key details. | R2.4, R3.3 | 6A, 8A | LA.K.2.1.2 |
| 3. With prompting and support, identify characters, settings, and major events in a story. | R3.3 | 8B | LA.K.2.1.2 |
| <u>Craft and Structure</u> | R2.5 | Not in standards. | Not in standards. |
| 4. Ask and answer questions about unknown words in a text. | | | |
| 5. Recognize common types of texts (e.g., storybooks, poems). | R3.1, R3.2 | 6, 7, 8, 10 | LA.K.2.1.1 |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | R2.1 | Not in standards. | Not in standards, but implied. |
| <u>Integration of Knowledge and Ideas</u> | R2.2 | Not in standards. | Not in standards. |
| 7. With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear. | | | |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Not in standards. | 6D | Not in standards. |

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| Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding. | Not in standards, but covered in Criteria document. | Not in standards, but implied. | LA.K.2.1.4, LA.K.2.2.3 |
| Standards for Informational Text | | | |
| Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. | R2.5 | 10 | Not in standards, but implied in LA.K.5.2.2. |
| 2. With prompting and support, identify the main topic and retell key details of a text. | R2.4, R2.5 (standard uses terms "stories" not "text") | 10A, 10B | LA.K.2.2.2 |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Not in standards. | 10 | Not in standards. |
| Craft and Structure 4. With prompting and support, ask and answer questions about unknown words in a text. | R2.5 | Not in standards. | Not in standards. |
| 5. Identify the front cover, back cover, and title page of a book. | R2.4, R2.5 (standard uses terms "stories" not "text") | 10A, 10B | LA.K.2.2.2 |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | R2.1 | Not in standards. | Not in standards, but implied. |
| Integration of Knowledge and Ideas 7. With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear. | R2.2 | 10 | Not in standards. |
| 8. With prompting and support, identify the reasons an author gives to support points in a text. | Not in standards. | Not in standards. | Not in standards. |
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Not in standards. | Not in standards. | Not in standards. |

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| Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding. | Not in standards, but covered in Criteria document. | Not in standards, but implied. | LA.K.2.1.4, LA.K.2.2.3 |
| Standards for Foundational Skills | | | |
| Print Concepts 1. Demonstrate understanding of the organization and basic features of print. | R1.1–R1.6 (Concepts about Print) | 1 | LA.K.1.1.1–LA.K.1.1.7 |
| a. Follow words from left to right, top to bottom, and page by page. | R1.2 | 1F | LA.K.1.1.6 |
| b. Recognize that spoken words are represented in written language by specific sequences of letters. | R1.4 | 1A | LA.K.1.1.3 |
| c. Understand that words are separated by spaces in print. | R1.4 | 1E | LA.K.1.1.1, LA.K.1.1.4 (implied), LA.K.5.1.3 |
| d. Recognize and name all upper- and lowercase letters of the alphabet. | R1.6 | 1B | LA.K.1.1.7 |
| Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | R1.7–R1.13 (Phonemic Awareness) | 2 | LA.K.1.2.1–LA.K.1.2.4, LA.K.1.3.1–LA.K.1.3.3 |
| a. Recognize and produce rhyming words. | R1.10 | 2C | LA.K.1.2.3 |
| b. Count, pronounce, blend, and segment syllables in spoken words. | R1.8, R1.13 (standard not as precise) | 2B | LA.K.1.2.2 |
| c. Blend and segment onsets and rimes of single-syllable spoken words. | R1.7, R1.8, R1.9 (standard not precise) | 2F, 2G, 2I | LA.K.1.2.4, LA.K.1.3.2 |

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| d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | R1.7, R1.11 | 2H | LA.K.1.3.1 |
| e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | R1.8 | Not in phonemic awareness standards, but implied in 3C. | LA.K.1.3.3 |
| Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. | R1.14–R1.16 (Decoding and Word Recognition) | 3 | LA.K.1.4.1, LA.K.1.4.2 |
| a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. | R1.14 | 3A | LA.K.1.4.1 |
| b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | R1.14 (no mention of long vowel sounds in standard) | 3A (no mention of long vowels) | LA.K.1.4.1 (no mention of long vowels) |
| c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). | R1.15 (no number stated in standard) | 3D | Not in standards. |
| d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | R1.8, R1.15 (implied) | 3B (implied) | LA.K.1.4.2 (implied) |
| Fluency 4. Read emergent-reader texts with purpose and understanding. | Not in standards, but in Criteria document number and types of books required included. | Not in standards, but implied via application of standards. | Not in standards. |
| WRITING | | | |
| Standards | | | |
| Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they | Not in standards. | Not in standards, but implied. | LA.K.2.1.4, LA.K.2.2.3 |

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| are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). | | | |
| 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | Not in standards, but covered in Criteria document. W1.1 (implied) | 15 | LA.K.4.2.3 |
| 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | Not in standards, but covered in Criteria document. W1.1 (implied) | 13B, 14A | LA.K.4.1.1 (implied) |
| <u>Production and Distribution of Writing</u> 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | Not in standards. | 13C | LA.K.3.3.1 |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. | Not in standards. | Not in standards. | LA.K.6.4.1 |
| <u>Research to Build and Present Knowledge</u> 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | Not in standards. | 19 | LA.K.6.2.3 |
| <u>Research to Build and Present Knowledge</u> 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Not in standards. | 13 | Not in standards. |
| SPEAKING AND LISTENING | | | |
| Standards | | | |
| <u>Comprehension and Collaboration</u> 1. Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. | LS1.2 (not as inclusive), LS2.3 | 21, 23 | LA.K.5.2.2, LA.K.5.2.5 |

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| 2. Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. | Not in standards. | 21 | LA.K.5.2.2 |
| 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Not in standards. | 21 | Not in standards. |
| Presentation of Knowledge and Ideas | LS2.1 | 22 | Not in standards. |
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | | | |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | Not in standards. | Not in standards. | LA.K.4.2.1 |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly. | Not in standards. | 22 | LA.K.5.2.5 |
| LANGUAGE | | | |
| Standards | | | |
| Conventions | | | |
| 1. Observe conventions of grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Understand the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. | (a) W1.4 (b) Not in standards. (c) Not in standards. (d) Not in standards. (e) Not in standards. (f) W1.1 | (a) 17A (b) 16Ai, ii (c) 16Aii (d) Not in standards. (e) 16Aiv (f) 16C | (a) LA.K.5.1.1 (b) Not in standards. (c) LA.K.3.4.1 (d) Not in standards. (e) Not in standards. (f) Not in standards. |

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| <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> | <p>(a) Not in standards.</p> <p>(b) Not in standards.</p> <p>(c) W1.1, W1.2, WC1.2</p> | <p>(a) 17B</p> <p>(b) 17C</p> <p>(c) 18B</p> | <p>(a) LA.K.3.4.2</p> <p>(b) LA.K.3.4.3</p> <p>(c) LA.K.3.4.1</p> |
| <p><u>Vocabulary Acquisition and Use</u></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p> | <p>(a) Not in standards, but in Criteria.</p> <p>(b) Not in standards.</p> | <p>(a) Not in standards, but implied.</p> <p>(b) Not in standards.</p> | <p>(a) LA.K.1.6.1</p> <p>(b) Not in standards.</p> |
| <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p> | <p>(a) R1.17</p> <p>(b) Not in standards.</p> <p>(c) R1.18 (implied)</p> <p>(d) Not in standards.</p> | <p>(a) 5C</p> <p>(b) Not in standards.</p> <p>(c) Not in standards, but implied.</p> <p>(d) 5A</p> | <p>(a) LA.K.1.6.4</p> <p>(b) Not in standards.</p> <p>(c) Not in standards, but implied.</p> <p>(d) Not in standards.</p> |
| <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>R1.18 (implied)</p> | <p>Not in standards, but implied.</p> | <p>LA.K.1.6.1</p> |

Grade 1

| Common Core State Standards for English Language Arts | California | Texas | Florida |
|--|--|--------------------------------|--|
| READING | | | |
| Standards for Literature | | | |
| <u>Key Ideas and Details</u> 1. Ask and answer questions about key details in a text. | R3.3, LS1.3 | 9A | LA.1.1.7.4, LA.1.2.1.2, LA.1.2.1.3 |
| 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | R3.1 | 9 | LA.1.2.1.2 |
| 3. Describe characters, settings, and major events in a story, using key details. | R3.1, R3.3 | 9B | Not in standards. |
| <u>Craft and Structure</u> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | LS2.4 | 11, 18B | Not in standards. |
| 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | Not in standards. | 4, 7, 8, 9, 10 | Not in standards, but implied in LA.1.2.2.1. |
| 6. Identify who is telling the story at various points in a text. | R3.2 (focus on authors and illustrators) | 8 (implied) | Not in standards, but implied. |
| <u>Integration of Knowledge and Ideas</u> 7. Refer to pictures, illustrations, and details in a story to describe characters, events, or settings. | Not in standards. | 9 | LA.1.2.1.2, LA.1.2.1.3 |
| 9. Compare and contrast the adventures and experiences of characters in stories. | Not in standards. | Not in standards, but implied. | Not in standards. |
| <u>Range of Reading and Level of Text Complexity</u> 10. With prompting and support, read appropriately complex prose and poetry for grade 1. | Not in standards, but covered in Criteria. | 5 | Not in standards, but implied in LA.1.2.1.6. |

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| Standards for Informational Text | | | |
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| <u>Key Ideas and Details</u> 1. Ask and answer questions about key details in a text. | R2.2, R3.3 | 14 | LA.1.1.7.4 |
| 2. Identify the main topic and retell key details of a text. | R2.7 | 14A | LA.1.1.7.3 |
| 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Not in standards. | Not in standards. | Not in standards. |
| <u>Craft and Structure</u> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | R1.17 (implied) | 6 | LA.1.1.6.1 |
| 5. Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. | Not in standards. | 14D | LA.1.2.2.1 |
| 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Not in standards. | 14D | Not in standards. |
| <u>Integration of Knowledge and Ideas</u> 7. Use pictures, illustrations, and details in a text to describe its key ideas. | Not in standards. | 14 | LA.1.1.7.3, LA.1.1.7.4 |
| 8. Identify the reasons an author gives to support points in a text. | Not in standards. | Not in standards. | LA.1.1.7.7 |
| 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Not in standards. | Not in standards. | Not in standards. |
| <u>Range of Reading and Level of Text Complexity</u> 10. With prompting and support, read appropriately complex informational texts for grade 1. | Not in standards, but covered in Criteria. | 5 | Not in standards, but implied in LA.1.2.2.2. |
| Standards for Foundational Skills | | | |
| <u>Phonological Awareness</u> 1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | R1.3 | 1D | Not in standards (implied). |

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| 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | R1.4–R1.9 Phonemic Awareness | 2 | LA.1.1.3.1–LA.1.1.3.4 |
| a. Distinguish long from short vowel sounds in spoken single-syllable words. | R1.5 | 2B | Not in standards, but could include LA.1.1.3.1. |
| b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | R1.8 | 2D | LA.1.1.3.2 |
| c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | R1.4 | 2E | LA.1.1.3.1 |
| d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | R1.9 | 2F | LA.1.1.3.3 |
| <u>Phonics and Word Recognition</u> 3. Know and apply grade-level phonics and word analysis skills in decoding words. | R1.10–R1.16 (Decoding and Word Recognition) | 3 | LA.1.1.4.1–LA.1.1.5.1 |
| a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). | R1.10 | 3Ai | LA.1.1.4.1 |
| b. Decode regularly spelled one-syllable words. | R1.10 | 3A | LA.1.1.4.1, LA.1.1.5.1 |
| c. Know final -e and common vowel team conventions for representing long vowel sounds. | R1.10 | 3Aii, 3Av | LA.1.1.4.1 |
| d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | Not in standards. | 3C | Not in standards. |
| e. Decode two-syllable words following basic patterns by breaking the word into syllables. | Not in standards. | 3C | Not in standards. |
| f. Read words with inflectional endings. | R1.14 | 3E | LA.1.1.4.7 |
| i. Recognize and read grade-appropriate irregularly spelled words. | R1.11 | 3H | LA.1.1.4.5 |
| <u>Fluency</u> 4. Read with sufficient accuracy and fluency to support comprehension. | R1.16 | 3I, 5 | LA.1.1.5.1 |
| a. Read on-level text with purpose and understanding. | R1.16 | 3I, 5 | LA.1.1.5.1 |

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| b. Read on-level text orally with accuracy, appropriate rate, and expression. | R1.16 (more details in Criteria document) | 5 | Not in standards, but implied in LA.1.1.5.1. |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | R2.4 | 3I (implied), 4C | LA.1.1.4.8 |
| WRITING | | | |
| Standards | | | |
| <u>Text Types and Purposes</u> 1. 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. | Not in standards. | 19C (implied) | LA.1.4.3.1 (not on piece of literature) |
| 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | W2.2 | 19 | LA.1.4.2.3 |
| 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | W2.1 | 17, 18 | LA.1.4.1.1, LA.1.3.2.2 |
| <u>Production and Distribution of Writing</u> 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. | W1.2 (not specifically under "revision") | 17C | LA.1.3.3.1, LA.1.3.3.2 |
| 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | Not in standards. | Not in standards. | LA.1.6.4.1 |
| <u>Research to Build and Present Knowledge</u> 7. Participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and using them to write a sequence of instructions). | Not in standards. | 23, 24 | Not in standards, but implied. |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Not in standards. | 23 | LA.1.4.2.2, LA.1.3.1.1 |

| SPEAKING AND LISTENING | | | |
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| Standards | | | |
| <p><u>Comprehension and Collaboration</u></p> <p>1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up confusion about the topics and texts under discussion.</p> | LS1.1, LS1.4, LS2.2 | 27, 29 | LA.1.5.2.1, LA.1.5.2.3, LA.1.5.2.6 |
| 2. Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements. | LS2.2 | 27A | LA.1.5.2.2, LA.1.5.2.3 |
| 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | LS1.2 | 27A | LA.1.5.2.6 |
| <p><u>Presentation of Knowledge and Ideas</u></p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | LS2.3 | 28 | LA.1.5.2.5 |
| 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Not in standards. | 26 | Not in standards. |
| 6. Produce complete sentences when appropriate to task and situation. | Not in standards. | 28 | LA.1.5.2.4 |
| LANGUAGE | | | |
| Standards | | | |
| <p><u>Conventions</u></p> <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> | (a) W1.3 (implied) (b) WC1.2 | (a) 21A (b) 20Aii | (a) LA.1.5.1.1 (b) LA.1.3.4.4 |

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| <p>c. Use singular and plural nouns with matching verbs in simple sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Understand frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</p> | <p>(c) WC1.2 (d) WC1.23 (e) Not in standards. (f) Not in standards. (g) Not in standards. (h) Not in standards. (i) WC1.4</p> | <p>(c) 20Aii (d) 20Avi (e) 20Ai (f) 20Aiii (g) Not in standards. (h) 20Av (i) 20C (implied)</p> | <p>(c) LA.1.3.4.4 (d) LA.1.3.4.4 (e) LA.1.3.4.4 (specific verb tenses not stated) (f) Not in standards. (g) Not in standards. (h) Not in standards. (i) LA.1.3.4.6 (no mention of expand)</p> |
| <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | <p>(a) WC1.7 (places and dates not in standards) (b) WC1.5 (c) Not in standards. (d) WC1.8 (e) WC1.8</p> | <p>(a) 21Biii (names) (b) 21C (c) Not in standards. (d) 22 (e) 22</p> | <p>(a) LA.1.3.4.2 (b) LA.1.3.4.6 (c) LA.1.3.4.3 (d) LA.1.3.4.1 (e) LA.1.3.4.1</p> |
| <p><u>Vocabulary Acquisition and Use</u></p> <p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> | <p>(a) R2.4 (b) Not in standards. (c) Not in standards.</p> | <p>(a) 6C (b) Not in standards. (c) 3E</p> | <p>(a) LA.1.1.6.3 (b) Not in standards. (c) Not in standards.</p> |

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| <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> | <p>(a) R1.17 (b) R1.17 (c) Not in standards. (d) Not in standards.</p> | <p>(a) 6D (b) 6D (c) Not in standards. (d) Not in standards, but implied in 6A.</p> | <p>(a) LA.1.1.6.6 (b) LA.1.1.6.4 (c) LA.1.1.6.1 (d) Not in standards.</p> |
| <p>6. 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> | <p>Not in standards, but included in Criteria.</p> | <p>6C</p> | <p>LA.1.1.6.1</p> |

Grade 2

| Common Core State Standards for English Language Arts | California | Texas | Florida |
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| READING | | | |
| Standards for Literature | | | |
| <u>Key Ideas and Details</u> 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | R2.4 | 6 | LA.2.1.7.2 |
| 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Not in standards. | 6A | LA.2.1.7.6, LA.2.2.1.4 |
| 3. Describe how characters in a story respond to major events and challenges. | R3.1 | 9B | LA.2.2.1.2 |
| <u>Craft and Structure</u> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | R3.4 (alliteration in standards) | 7 | LA.2.2.1.3 |
| 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | R3.1 (focus on compare and contrast in standards) | 9 | LA.2.2.1.2 |
| 6. Acknowledge the differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | Not in standards. | Not in standards. | Not in standards. |
| <u>Integration of Knowledge and Ideas</u> 7. Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot. | Not in standards. | Not in standards. | LA.2.2.2.1 |
| 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | R3.1, R3.3 | 6, 9A | Not in standards. |

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| Range of Reading and Level of Text Complexity 10. By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Not in standards, but in Criteria document. | 12 | LA.2.2.1.8 |
| Standards for Informational Text | | | |
| Key Ideas and Details 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | R2.4 | 10, 14 | LA.2.1.7.2 |
| 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | Not in standards. | 10, 14 | LA.2.1.7.3 |
| 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | Not in standards. | 13 | Not in standards. |
| Craft and Structure 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . | Not in standards. | 5 | LA.2.1.6.1 |
| 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently. | R2.1 (includes only titles, TOCs, and chapter headings) | 14 | LA.2.2.2.1 |
| 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | R2.3 | 14 (implied) | LA.2.1.7.2 |
| Integration of Knowledge and Ideas 7. Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works). | R2.7 | 14 (implied) | LA.2.2.2.1 |
| 8. Describe how reasons support specific points the author makes in a text. | R2.6 | 14C | Not in standards. |
| 9. Compare and contrast the most important points presented by two texts on the same topic. | Not in standards. | Not in standards. | Not in standards, but implied in LA.2.4.2.2 and LA.2.6.2.1. |

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| <u>Range of Reading and Level of Text Complexity</u> 10. By the end of the year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Not in standards, but in Criteria document. | 12 | LA.2.2.2.4 |
| Standards for Foundational Skills | | | |
| <u>Phonics and Word Recognition</u> 3. Know and apply grade-level phonics and word analysis skills in decoding words. | R1.1–R1.6 (Decoding and Word Recognition) | 2 | LA.2.1.4.1– LA.2.1.4.8 |
| a. Distinguish long and short vowels when reading regularly spelled one-syllable words. | Not in standards. | 2A | LA.2.1.4.3 (implied) |
| b. Know spelling-sound correspondences for additional common vowel teams. | R1.1 | 2Aiv | LA.2.1.4.1 |
| c. Decode regularly spelled two-syllable words with long vowels. | R1.3 | 2A | LA.2.1.4.3 |
| d. Decode words with common prefixes and suffixes. | R1.9 | 2D | LA.2.1.4.3 (prefixes and suffixes not stated) |
| e. Identify words with inconsistent but common spelling-sound correspondences. | R1.1 | 2A | LA.2.1.4.4 |
| f. Recognize and read grade-appropriate irregularly spelled words. | Not in standards. | 2G | LA.2.1.4.4 |
| <u>Fluency</u> 4. Read with sufficient accuracy and fluency to support comprehension. | R1.6 | 4 | LA.2.1.5.1 |
| a. Read on-level text with purpose and understanding. | R1.6 | 4 | LA.2.1.5.1 |
| b. Read on-level text orally with accuracy, appropriate rate, and expression. | R1.6 | 2H, 4 | LA.2.1.5.1, LA.2.1.5.3 |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Not in standards. | 3C | LA.2.1.4.8 |

| WRITING | | | |
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| Standards | | | |
| <p><u>Text Types and Purposes</u> 1. 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., <i>because</i>, <i>and</i>, <i>also</i>), to connect opinion and reason, and provide a concluding statement or section.</p> | Not in standards. | 19C | LA.2.4.3.1 (not book related, but persuasive writing) |
| <p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> | Not in standards. | 19A | LA.2.4.2.3 |
| <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> | W2.1 (temporal words not stated in standards) | 17B, 18A | LA.2.3.2.2 |
| <p><u>Production and Distribution of Writing</u> 5. With guidance from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> | W1.4 | 17C | LA.2.3.3.1– LA.2.3.3.4 |
| <p>6. With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | Not in standards. | Not in standards, but can be implied. | LA.2.6.4.2 |
| <p><u>Research to Build and Present Knowledge</u> 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> | Not in standards. | 24–27 | Not in standards, but implied. |
| <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> | Not in standards. | 25 | LA.2.3.1.1, LA.2.6.2.2 |

| SPEAKING AND LISTENING | | | |
|---|------------------------|-----------------------------------|---------------------------|
| Standards | | | |
| 1. Participate in collaborative conversations about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | LS1.1, LS1.3, LS1.6 | 28, 29, 30 | LA.2.5.2.1– LA.2.5.2.4 |
| 2. Recount or describe key ideas or details from written texts read aloud or information presented orally or through media. | LS1.3 | Not in standards. | Not in standards. |
| 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or an issue. | LS1.2 | 28 | LA.2.5.2.1 |
| 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | LS2.1 | Not in standards, but implied. | Not in standards. |
| 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | Not in standards. | 27 | Not in standards. |
| 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | WC1.1, LS1.2 | 29 | LA.2.5.2.3 |

| LANGUAGE | | | |
|---|---|---|---|
| Standards | | | |
| <p>Conventions</p> <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> | <p>(a) Not in standards. (b) Not in standards. (c) Not in standards. (d) WC1.3 (irregular verbs not in standards) (e) Not in standards. (f) Not in standards.</p> | <p>(a) Not in standards. (b) 21Aii (c) Not in standards. (d) 21Ai (e) 21Aiii, iv (f) Not in standards.</p> | <p>(a) Not in standards. (b) Not in standards, but could be in LA.2.3.4.4. (c) Not in standards. (d) Not in standards, but could be in LA.2.3.4.4. (e) LA.2.3.4.4 (f) LA.2.5.2.3</p> |
| <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> ⇒ <i>badge</i>; <i>boy</i> ⇒ <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>(a) WC1.6 (only titles, proper nouns, beginnings of sentences, months, days included) (b) WC1.4 (c) Not in standards. (d) WC1.8 (e) W1.3</p> | <p>(a) 22B (b) Not in standards, but implied in letter writing standards. (c) 22C (d) 23B (e) 23F</p> | <p>(a) LA.2.3.4.2 (proper names in standards) (b) LA.2.3.4.3 (c) Not in standards. (d) LA.2.3.4.1 (e) LA.2.1.6.9 (focus on use for word meanings, not spellings)</p> |

| Vocabulary Acquisition and Use | | | |
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| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> | <p>(a) Not in standards. (b) R1.9 (c) Not in standards. (d) R1.8 (e) W1.3 (dictionary use)</p> | <p>(a) 5B (b) 5A (c) Not in standards. (d) Not in standards. (e) 5</p> | <p>(a) LA.2.1.6.3 (b) LA.2.1.6.6 (c) LA.2.1.6.6 (implied) (d) Not in standards. (e) LA.2.1.6.1– LA.2.1.6.9</p> |
| <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> | <p>(a) Not in standards. (b) R1.7 (synonyms)</p> | <p>(a) Not in standards. (b) 5C</p> | <p>(a) Not in standards. (b) Not in standards, but implied in LA.2.1.6.7.</p> |
| <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> | <p>Not in standards, but implied.</p> | <p>5</p> | <p>LA.2.1.6.1</p> |

Grade 3

| Common Core State Standards for English Language Arts | California | Texas | Florida |
|--|-------------------|-------------------|---|
| READING | | | |
| Standards for Literature | | | |
| <u>Key Ideas and Details</u> | Not in standards. | 5–8 | LA.3.2.1.2 |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | R3.2 | 5A | LA.3.2.1.4 (theme) |
| 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events. | R3.3 | 8B | LA.3.2.1.2 |
| <u>Craft and Structure</u> | Not in standards. | 4, 6 (implied) | LA.3.2.1.3, LA.3.2.1.7 |
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | | |
| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections. | R2.3 | 6 | Not in standards (implied). |
| 6. Distinguish their own point of view from that of the narrator or those of the characters. | Not in standards. | Not in standards. | Not in standards. |
| <u>Integration of Knowledge and Ideas</u> | Not in standards. | Not in standards. | LA.3.1.7.1 |
| 7. Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings). | | | |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | Not in standards. | 5 | LA.3.1.7.7 (two texts, same author not specified) |

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| Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently. | Not in standards, but in Criteria document. | 11 | LA.3.2.1.8 |
| Standards for Informational Text | | | |
| Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | R2.2 | 9, 13 | LA.3.2.2.2 |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | R2.5 | 9, 13 | LA.3.2.2.2 |
| 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures text, using language that pertains to time, sequence, and cause/effect. | Not in standards. | 12 | Not in standards. |
| Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . | Not in standards, but implied. | 4 | LA.3.1.6.1 |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. | R2.1 | 13D | LA.3.2.2.1 |
| 6. Distinguish their own point of view from that of the author of a text. | Not in standards. | 8C (implied) | Not in standards. |
| Integration of Knowledge and Ideas 7. Use information gained from illustrations, other visual elements (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). | Not in standards. | 13D | LA.3.2.2.1 |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | R2.4 (not stated as explicitly) | 13C | Not in standards. |
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic. | Not in standards. | 12 | Not in standards. |
| Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently. | Not in standards, but in Criteria document. | 11 | LA.3.2.2.5 |

| Standards for Foundational Skills | | | |
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| Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. | R1.1–R1.3 (Decoding and Word Recognition) | 1, 4 | LA.3.1.4.1–LA.3.1.4.4 |
| a. Identify and know the meaning of the most common prefixes and derivational suffixes. | R1.8 | 4A | LA.3.1.4.1 |
| b. Decode words with common Latin suffixes. | Not in standards. | Not in standards. | Not in standards. |
| c. Decode multisyllabic words. | R1.1, R1.2 | 1A, 1B | LA.3.1.4.3 |
| d. Read grade-appropriate irregularly spelled words. | Not in standards. | Not in standards. | Not in standards. |
| Fluency 4. Read with sufficient accuracy and fluency to support comprehension. | R1.3 | 3 | LA.3.1.5.1 |
| a. Read on-level text with purpose and understanding. | R1.3 | 3 | LA.3.1.5.1 |
| b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. | R1.3 | 3 | LA.3.1.5.2 (implied) |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | R1.6 | 2C | LA.3.1.4.4 |
| WRITING | | | |
| Standards | | | |
| Text Types and Purposes 1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. | Not in standards. | 21 | LA.3.4.3.1 |

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| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> | Not in standards. | 20Ai, 20Aiii | LA.3.4.2.3 |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> | W2.1 | 18, 18A | LA.3.3.2.1, LA.3.3.2.2, LA.3.3.3.3, LA.3.4.1.1 (implied) |
| <p><u>Production and Distribution of Writing</u></p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> | W2.0 | 17–21 | LA.3.3.1.1–LA.3.3.5.3 |
| <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> | W1.4 | 17C | LA.3.3.3.1–LA.3.3.3.4 |
| <p>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.</p> | Not in standards. | Not in standards. | LA.3.6.4.2 |
| <p><u>Research to Build Knowledge</u></p> <p>7. Conduct short research projects that build knowledge about a topic.</p> | Not in standards. | 25–28 | Not in standards, but implied in LA.3.6.2.1. |
| <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> | W2.1, W2.2 | 25, 26 | LA.3.6.2.1, LA.3.6.2.2, LA.3.3.2.2, LA.3.3.1.1 |

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| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W1.0, W2.0 | 17–21 | LA.3.3.1.1–LA.3.3.5.3 |
| SPEAKING AND LISTENING | | | |
| Standards | | | |
| <u>Comprehension and Collaboration</u> | LS1.1–LS1.3 | 29, 30, 31 | LA.3.5.2.1 |
| 1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. a. 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). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion. | | | |
| 2. Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally. | LS1.1–LS1.3 | 29, 30 | LA.3.5.2.1 |
| 3. Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail. | Not in standards. | 29A | Not in standards. |
| <u>Presentation of Knowledge and Ideas</u> | LS1.5, LS1.6 | 30 (implied) | LA.3.5.2.2 (implied) |
| 4. Report on a topic or text, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | | |
| 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | Not in standards. | Not in standards. | Not in standards. |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | LS2.1 (implied) | 30 | LA.3.5.2.2 |

| LANGUAGE | | | |
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| Standards | | | |
| <p>Conventions</p> <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple verb tenses (e.g., <i>I walked, I walk, I will walk</i>).</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> | <p>(a) Not in standards.</p> <p>(b) Not in standards.</p> <p>(c) Not in standards.</p> <p>(d) Not in standards.</p> <p>(e) Not in standards.</p> <p>(f) WC1.2, WC1.4</p> <p>(g) Not in standards.</p> <p>(h) Not in standards.</p> <p>(i) WC1.1 (implied)</p> | <p>(a) Not in standards.</p> <p>(b) Not in standards.</p> <p>(c) Not in standards.</p> <p>(d) Not in standards.</p> <p>(e) Not in standards.</p> <p>(f) 22C</p> <p>(g) Not in standards.</p> <p>(h) 22Avii</p> <p>(i) 22A</p> | <p>(a) Not in standards.</p> <p>(b) LA.3.3.4.4</p> <p>(c) Not in standards.</p> <p>(d) Not in standards.</p> <p>(e) Not in standards.</p> <p>(f) LA.3.3.4.5</p> <p>(g) Not in standards.</p> <p>(h) Not in standards.</p> <p>(i) 22A</p> |
| <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize important words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>(a) Not in standards.</p> <p>(b) WC1.6</p> <p>(c) Not in standards.</p> <p>(d) Not in standards.</p> <p>(e) WC1.8</p> <p>(f) WC1.8</p> <p>(g) W1.3</p> | <p>(a) Not in standards.</p> <p>(b) Not in standards.</p> <p>(c) Not in standards.</p> <p>(d) Not in standards.</p> <p>(e) 24C; 24Bii, iii</p> <p>(f) 24</p> <p>(g) 24G</p> | <p>(a) Not in standards.</p> <p>(b) LA.3.3.4.3</p> <p>(c) LA.3.3.4.3</p> <p>(d) LA.3.3.4.3</p> <p>(e) LA.3.3.4.1 (high-frequency words not in standards)</p> <p>(f) LA.3.3.4.1</p> <p>(g) LA.3.3.4.1</p> |

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| <p>Effective Language Use</p> <p>3. Use language to achieve a particular effect when writing or speaking. a. Choose and use words and phrases for effect.*</p> | W2.2 | Not in standards. | LA.3.3.3.1 |
| <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> | (a) R1.6 (b) R1.8 (c) Not in standards. (d) R1.7 | (a) 4B (b) 1Aiv, v (c) Not in standards. (d) 4E | (a) LA.3.1.6.3 (b) LA.3.1.6.7 (c) LA.3.1.6.10 |
| <p>5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p> | (a) Not in standards. (b) Not in standards, but implied. (c) R1.4 (synonyms) | (a) 4D (b) 4 (c) 4C | (a) Not in standards. (b) Not in standards, but implied. (c) LA.3.1.6.6 (shades of meaning) |
| <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> | Not in standards, but in Criteria document. | 4 | LA.3.1.6.1 |

Grade 4

| Common Core State Standards for English Language Arts | California | Texas | Florida |
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| READING | | | |
| Standards for Literature | | | |
| <u>Key Ideas and Details</u> | Not in standards. | 3, 13 | LA.4.1.7.3 |
| 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | R3.2 | 3, 5, 6, 11 | LA.4.1.7.3, LA.4.1.7.6 |
| 3. Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | R3.4 | 6B | LA.4.2.1.2 |
| <u>Craft and Structure</u> | R3.4 | 3B | Not in standards. |
| 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>), drawing on a wide reading of classic myths from a variety of cultures and periods. | | | |
| 5. Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text. | R3.1 (poetry not in standards) | 4 | LA.4.2.1.1, LA.4.2.1.3 |
| 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Not in standards. | 6, 12 | Not in standards. |
| <u>Integration of Knowledge and Ideas</u> | Not in standards. | Not in standards. | LA.4.2.1.2 |
| 7. Integrate information gathered from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop. | | | |

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| 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | R3.4 | 3B | LA.4.1.7.7 |
| <u>Range of Reading and Level of Text Complexity</u> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Not in standards, but in Criteria. | 9 | LA.4.2.1.9 |
| Standards for Informational Text | | | |
| <u>Key Ideas and Details</u> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | R2.4 | 11 | LA.4.2.2.2 |
| 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Not in standards. | 11A | LA.4.2.2.3 |
| 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. | Not in standards. | Not in standards. | Not in standards. |
| <u>Craft and Structure</u> 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . | R1.2, R1.3. R1.4 | 11A | LA.4.1.6.5 (implied) |
| 5. Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text. | R2.1 | 7 | LA.4.1.7.5 |
| 6. Compare and contrast a firsthand or secondhand account of the same event or topic; describe the differences in focus and the information provided. | R2.5 (could be implied) | Not in standards. | Not in standards. |
| <u>Integration of Knowledge and Ideas</u> 7. Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, and interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear. | Not in standards. | 14 | LA.4.2.2.1, LA.4.6.1.1 |
| 8. Explain how an author uses reasons and evidence to support particular points in a text. | Not in standards. | Not in standards. | LA.4.2.2.3, LA.4.3.1.3 |

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| 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. | R2.5, R3.4 | Not in standards. | LA.4.1.7.6, LA.4.1.7.7 |
| <u>Range of Reading and Level of Text Complexity</u> 10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range. | Not in standards, but in Criteria. | 9 | LA.4.2.2.5 |
| Standards for Foundational Skills | | | |
| <u>Phonics and Word Recognition</u> 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Not in standards (but implied). | Not in standards (but implied). | LA.4.1.4.1–LA.4.1.4.3 |
| <u>Fluency</u> 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | R1.1 | 1 | LA.4.1.5.1 |
| WRITING | | | |
| Standards | | | |
| <u>Text Types and Purposes</u> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. | W2.2 | 19 | LA.4.4.3.1 |

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| <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> | | | |
| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings) illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> | W1.2, W2.3 | 18 | LA.4.4.2.3 |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | W1.1, W2.1 | 16 | LA.4.4.1.1 |
| <p><u>Production and Distribution of Writing</u></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> | W2.1–W2.4 | 15–19 | LA.4.3.1.1–LA.4.4.3.2 |

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| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | W1.10 | 15 | LA.4.3.3.1–LA.4.3.4.6 |
| 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as interact and collaborate with others. | W1.9 | 15E (implied) | LA.4.3.5.1 |
| Research to Build Knowledge | | | |
| 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. | W1.5–W1.8 | 24 | LA.4.6.2.1 |
| 8. Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | W1.6, W1.7, W1.8 | 24 | LA.4.3.1.3, LA.4.6.2.1 |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text”). b. Apply <i>grade 4 reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | W2.2 | 18C | LA.4.4.3.1 |
| Range of Writing | | | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W1.1, W1.2, W2.1–W2.4 | 15–19 | LA.4.4.1.1–LA.4.4.3.1 |
| SPEAKING AND LISTENING | | | |
| Standards | | | |
| Comprehension and Collaboration | | | |
| 1. Engage effectively in range of collaborative discussions (one-on-one and in groups) on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | LS1.1, LS1.8 | 27–29 | LA.4.5.2.1–LA.4.5.2.5 |

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| b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | | |
| 2. Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally. | LS1.2, LS1.7 | 27–29 (Implied) | LA.4.5.2.3 |
| 3. Identify the reasons and evidence a speaker provides to support particular points. | LS1.10 | Not in standards. | LA.4.5.2.3 (implied) |
| <u>Presentation of Knowledge and Ideas</u> 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | W2.2–W2.4 | 28 | LA.4.5.2.2, LA.4.5.2.5 |
| 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | Not in standards. | Not in standards. | Not in standards. |
| 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | Not in standards, but implied. | 28 | LA.4.5.2.5 |
| LANGUAGE | | | |
| Standards | | | |
| <u>Conventions</u> 1. Observe conventions of grammar and usage when writing and speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. | (a) WC1.2 (b) Not in standards. (c) Not in standards. | (a) 20Aiv (b) Not in standards. (c) Not in standards. | (a) Not in standards. (b) Not in standards. (c) Not in standards. |

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| <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> | <p>(d) WC1.2 (e) WC1.3 (f) Not in standards. (g) Not in standards.</p> | <p>(d) 20Aiii (e) 20Av (f) Not in standards. (g) Not in standards.</p> | <p>(d) Not in standards. (e) Not in standards. (f) Not in standards. (g) Not in standards.</p> |
| <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>(a) WC1.6 (b) Not in standards. (c) Not in standards. (d) LA.4.3.4.3</p> | <p>(a) 21B (b) 21Cii (c) 21C (d) 22</p> | <p>(a) LA.4.3.4.2 (b) LA.4.3.4.3 (c) LA.4.3.4.3 (d) LA.4.3.4.1</p> |
| <p>Effective Language Use</p> <p>3. Use language to enhance meaning and achieve particular effects when writing or speaking.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Use punctuation for effect.*</p> | <p>(a) Not in standards. (b) Not in standards. (c) Not in standards.</p> | <p>(a) Not in standards. (b) Not in standards. (c) Not in standards.</p> | <p>(a) LA.4.3.3.1 (b) LA.4.3.3.1 (implied) (c) LA.4.3.3.3</p> |
| <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciations and determine or clarify the precise meaning of key words and phrases.</p> | <p>(a) R1.2–R1.6 (b) R1.2 (c) R1.5, W1.7</p> | <p>(a) 2 (b) 2A (c) 2E</p> | <p>(a) LA.4.1.6.1–LA.4.1.6.10 (b) LA.4.1.6.7 (c) LA.4.1.6.10</p> |

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| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> | <p>(a) Not in standards.</p> <p>(b) LS1.3</p> <p>(c) R1.2</p> | <p>(a) 8</p> <p>(b) 2D</p> <p>(c) 2C</p> | <p>(a) LA.4.1.6.7</p> <p>(b) Not in standards.</p> <p>(c) LA.4.1.6.8</p> |
| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> | <p>Not in standards, but in Criteria.</p> | <p>2</p> | <p>LA.4.1.6.1</p> |

Grade 5

| Common Core State Standards for English Language Arts | California | Texas | Florida |
|---|-------------------|------------|---------------------------|
| READING | | | |
| Standards for Literature | | | |
| <u>Key Ideas and Details</u> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | R2.3, R2.4 | 3, 6, 7 | LA.5.2.1.5 |
| 2. Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | R3.2–R3.4 | 3A | LA.5.1.7.6, LA.5.2.1.2 |
| 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | R3.3 | 6B | LA.5.2.1.2 |
| <u>Craft and Structure</u> 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | R1.5, R3.1 | 4, 8 | LA.5.2.1.3, LA.5.2.1.7 |
| 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | R3.1, R3.3 | 5, 6 | LA.5.2.1.1 (implied) |
| 6. Describe how a narrator’s or speaker’s point of view influences how events are described. | R2.5, R3.7 | 6C, 11, 12 | LA.5.1.7.2 |
| <u>Integration of Knowledge and Ideas</u> 7. Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction). | Not in standards. | 5 | Not in standards. |
| 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | R3.4, R3.6 | 3A | LA.5.1.7.7 |

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| <p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.</p> | Not in standards, but in Criteria. | 9 | LA.5.2.1.9 |
| Standards for Informational Text | | | |
| <p>Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | R2.3, R2.4 | 3, 6, 7 | LA.5.1.7.3 (implied) |
| <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> | Not in standards. | 11A | LA.5.2.2.3 |
| <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text-based on specific information in the text.</p> | R2.4 (science text not specified) | 11E | Not in standards. |
| <p>Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> | R1.2–R1.4 | 11A | LA.5.1.6.5 (implied) |
| <p>5. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.</p> | R2.2 | 11C | LA.5.1.7.5 |
| <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | R2.3, R3.4, R3.6 | 3A, 11E | LA.5.1.7.6, LA.5.1.7.7 |
| <p>Integration of Knowledge and Ideas 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> | R2.1 (multiple sources not in standard) | 11E | LA.5.2.2.1 |
| <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> | Not in standards. | Not in standards. | LA.5.2.2.3, LA.5.3.1.3 |
| <p>9. Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.</p> | Not in standards, but implied in W1.2. | 11E, 18A | Not in standards, but implied in LA.5.6.2.3, LA.5.6.1.1. |

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| <p><u>Range of Reading and Level of Text Complexity</u> 10. By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.</p> | Not in standards, but in Criteria. | 9 | LA.5.2.2.5 |
| Standards for Foundational Skills | | | |
| <p><u>Phonics and Word Recognition</u> 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | Not in standards (but implied). | Not in standards (but implied). | LA.5.1.4.1–LA.5.1.4.3 |
| <p><u>Fluency</u> 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | R1.1 | 1 | LA.5.1.5.1 |
| WRITING | | | |
| Standards | | | |
| <p><u>Text Types and Purposes</u> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinions and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> | W2.4 | 19 | LA.5.4.3.1, LA.5.4.3.2 |

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| d. Provide a concluding statement or section related to the opinion presented. | | | |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | W1.2, W2.3 | 18A, 18Ai, 18Aiv | LA.5.4.2.3 |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. | W1.1, W2.1 | 16A, 16Aii, 16Aiii | LA.5.4.1.1 |
| <u>Production and Distribution of Writing</u> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | W2.1–W2.4 | 15–19 | LA.5.3.1.1–LA.5.4.3.2 |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | W1.6 | 15 | LA.5.3.3.1–LA.5.3.4.5 |

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| 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as interact and collaborate with others. | W1.4 | 15E (implied) | LA.5.3.5.1 |
| <u>Research to Build Knowledge</u> | W1.3, W2.3 | 24 | LA.5.6.2.1 |
| 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | |
| 8. Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | W1.3, W2.3 | 24 | LA.5.3.1.3, LA.5.4.2.2, LA.5.6.2.1 |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text”). b. Apply <i>grade 5 reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]”). | W2.2 | 18C | Not in standards, but implied. |
| <u>Range of Writing</u> | W1.1, W1.2, W2.1–W2.4 | 15–19 | LA.5.4.1.1–LA.5.4.3.2 |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-related tasks, purposes, and audiences. | | | |
| SPEAKING AND LISTENING | | | |
| Standards | | | |
| <u>Comprehension and Collaboration</u> | LS1.1, LS1.3 | 27–29 | LA.5.5.2.1, LA.5.5.2.2 |
| 1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. | | | |

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| c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in the light of information and knowledge gained from the discussions. | | | |
| 2. Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally. | LS1.2, LS1.3 (implied) | 27–29 (implied) | LA.5.5.2.1, LA.5.5.2.2 |
| 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | LS1.3, LS1.7, LS1.8 | 27 | Not in standards. |
| <u>Presentation of Knowledge and Ideas</u> 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | W2.1–W2.3 | 28 | LA.5.5.2.1, LA.5.5.2.2 |
| 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main idea or themes. | Not in standards. | Not in standards. | LA.5.6.1.1 |
| 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | W1.6 (implied) | 28 | LA.5.5.2.2 |
| LANGUAGE | | | |
| Standards | | | |
| <u>Conventions</u> 1. Observe conventions of grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect verb aspects (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>). c. Use verb tenses and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect.* e. Use correlative conjunctions. | (a) WC1.1 (b) Not in standards. (c) WC1.2 (d) Not in standards. (e) WC1.1 | (a) 20Av, vii (b) Not in standards. (c) 20Ai (d) 20C (e) Not in standards. | (a) Not in standards. (b) Not in standards. (c) LA.5.3.4.4 (d) LA.5.3.4.5 (e) Not in standards. |

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| <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off 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>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>(a) Not in standards.</p> <p>(b) WC1.1</p> <p>(c) Not in standards.</p> <p>(d) WC1.3</p> <p>(e) WC1.5</p> | <p>(a) Not in standards.</p> <p>(b) 20Av (implied)</p> <p>(c) Not in standards.</p> <p>(d) 21C</p> <p>(e) 22E</p> | <p>(a) Not in standards.</p> <p>(b) LA.5.3.4.3</p> <p>(c) Not in standards.</p> <p>(d) LA.5.3.4.2 (implied)</p> <p>(e) LA.5.3.4.1</p> |
| <p><u>Effective Language Use</u></p> <p>3. Use language to enhance meanings, convey style, and achieve particular effects when writing or speaking.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> | <p>W1.6</p> | <p>Not in standards.</p> | <p>LA.5.3.3.1</p> |
| <p><u>Vocabulary Acquisition and Use</u></p> <p>4. Determine or clarify the meaning of unknown multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>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.</p> | <p>(a) Not in standards.</p> <p>(b) R1.2, R1.4</p> <p>(c) W1.5</p> | <p>(a) 2B</p> <p>(b) 2A</p> <p>(c) 2E</p> | <p>(a) LA.5.1.6.3</p> <p>(b) LA.5.1.6.7</p> <p>(c) LA.5.1.6.10</p> |

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| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p>(a) R1.5 (b) Not in standards. (c) R1.3</p> | <p>(a) 8 (b) 2D (c) 2C</p> | <p>(a) LA.5.3.3.3 (b) LA.5.2.1.7 (c) LA.5.1.6.8</p> |
| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> | <p>Not in standards, but in Criteria.</p> | <p>2</p> | <p>LA.5.1.6.1</p> |

Index

College and Career Readiness Standards

(General standards spanning Grades K–5 that serve as the basis for the specific grade-level standards.
Some don't apply to all grades.)

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| READING |
| College and Career Readiness Standards |
| <u>Key Ideas and Details</u> |
| 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. |
| <u>Craft and Structure</u> |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone. |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| 6. Assess how point of view or purpose shapes the content and style of a text. |
| <u>Integration of Knowledge and Ideas</u> |
| 7. Integrate and evaluate content presented graphically, visually, orally, and multimodally, as well as in words within and across print and digital sources. |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| <u>Range and Level of Text Complexity</u> |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. |

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WRITING

College and Career Readiness Standards

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING

College and Career Readiness Standards

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

College and Career Readiness Standards

Conventions

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

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specified reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.