|  | Kindergarten | Grade 1 | Grade 2 |
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| READING LITERATURE:  Key Ideas and Details | 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. 3. With prompting and support, identify characters, settings, and major events in a story. | 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. | 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. |
| Craft and Structure | 1. Ask and answer questions about unknown words in a text. 2. Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems). 3. With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story | 1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 2. Identify characteristics of common types of stories, including folktales and fairy tales. 3. Identify who is telling the story at various points in a text. | 1. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 3. Explain what dialogue is and how it can reveal characters’ thoughts and perspectives. |
| Integration of Knowledge and Ideas | 1. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 2. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 1. Use illustrations and details in a story to describe its characters, setting, or events. 2. Compare and contrast the adventures and experiences of characters in stories. | 1. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| Range of Reading and Level of Text Complexity | 1. Actively engage in group reading activities with purpose and understanding. | 1. With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. | 1. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
| READING INFORMATIONAL TEXT:  Key Ideas and Details | 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1. Ask and answer such question   as who, what, where, when,  why, and how to demonstrate  understanding of key details in  a text.  2. Identify the main topic of a  multi-paragraph text as well as  the focus of specific  paragraphs within the text.  3. Describe the connection  between a series of historical  events, scientific ideas or  concepts, mathematical ideas  or concepts, or steps in  technical procedures in a text. |
| Craft and Structure | 1. With prompting and support, ask and answer questions about unknown words in a text. 2. Identify the front cover, back cover, and title page of a book. 3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text. | 1. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 2. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 3. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 1. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 3. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| Integration of Knowledge and Ideas | 1. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 2. With prompting and support, identify the reasons an author gives to support points in a text. 3. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures). | 1. Use the illustrations and details in a text to describe its key ideas. 2. Identify the reasons an author gives to support points in a text. 3. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 1. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2. Describe how reasons support specific points the author makes in a text. 3. Compare and contrast the most important points presented by two texts on the same topic. |
| Range of Reading and Level of Text Complexity | 1. Actively engage in group reading activities with purpose and understanding. | 1. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. | 1. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
| FOUNDATIONAL SKILLS:  Print Concepts | 1. Demonstrate understanding of the organization and basic features of print. 2. Follow words from left to right, top to bottom, and page by page. 3. Recognize that spoken words are represented in written language by specific sequences of letters 4. Understand that words are separated by spaces in print.   d. Recognize and name all  upper- and lowercase letters  of the alphabet. | 1. Demonstrate understanding of the organization and basic features of print. 2. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |  |
| Phonological Awareness | 1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes) 2. Recognize and produce rhyming words. 3. Count, pronounce, blend, and segment syllables in spoken words. 4. Blend and segment onsets and rhymes of single-syllable spoken words. 5. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme (consonant-vowel-consonant, or CVC) words.6 (This does not include CVCs ending with /l/, /r/, or /x/.) | 1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).    1. Distinguish long from short vowel sounds in spoken single-syllable words.    2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.    3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words.    4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |  |
| Phonics and Word Recognition | 1. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. 2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | 1. Know and apply grade-level phonics and word analysis skills in decoding words.    1. Know the spelling-sound correspondences for common consonant digraphs.    2. Decode regularly spelled one-syllable words.    3. Know final -e and common vowel team conventions for representing long vowel sounds.    4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.    5. Decode two-syllable words following basic patterns by breaking the words into syllables.    6. Read words with inflectional endings.    7. Recognize and read grade-appropriate irregularly spelled words. | 1. Know and apply grade-level phonics and word analysis skills in decoding words.    1. Distinguish long and short vowels when reading regularly spelled one-syllable words.    2. Know spelling-sound correspondences for additional common vowel teams.    3. Decode regularly spelled two-syllable words with long vowels.    4. Decode words with common prefixes and suffixes.    5. Identify words with inconsistent but common spelling-sound correspondences.    6. Recognize and read grade-appropriate irregularly spelled words. |
| Fluency | 1. Read early-emergent-reader texts with purpose and understanding. | 1. Read with sufficient accuracy and fluency to support comprehension.    1. Read grade-level text with purpose and understanding.    2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.    3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 1. Read with sufficient accuracy and fluency to support comprehension.    1. Read grade-level text with purpose and understanding.    2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.    3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| WRITING:  Text Types and Purposes | 1. Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. 4. For poems, use rhyming words to create structure. | 1. Write opinion pieces that 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. 2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.    1. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure. 4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. 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. | 1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.    1. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. |
|  |  | 6. With guidance and support  from adults, use a variety of  digital tools to produce and  publish writing, including in  collaboration with peers. |  |
| Production and Distribution of Writing | 1. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 2. Demonstrate the ability to use vocabulary appropriate for kindergarten. 3. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. | 1. Produce writing in which the development and organization are appropriate to task, purpose, and audience. 2. 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. 3. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | 1. Produce writing in which the development and organization are appropriate to task, purpose, and audience. 2. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.    1. Demonstrate the ability to choose and use appropriate vocabulary. 3. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Research to Build and Present Knowledge | 1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 3. Write or dictate writing routinely for a range of tasks, purposes, and audiences. | 1. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions). 2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 1. 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). 2. Recall information from experiences or gather information from provided sources to answer a question. |
| Range of Writing |  | 1. Write routinely for a range of tasks, purposes, and audiences. | 1. Write routinely for a range of tasks, purposes, and audiences. |
| SPEAKING AND LISTENING:  Comprehension and Collaboration | 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.    1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).    2. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details. | 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.    1. 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).    2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.    3. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.    1. 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).    2. Build on others’ talk in conversations by linking their comments to the remarks of others.    3. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
|  | 5. Add drawings or other visual  displays to descriptions as  desired to provide additional  details.  6. Speak audibly and express  thoughts, feelings, and ideas  clearly. |  |  |
| Presentation of Knowledge and Ideas |  | 1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. 2. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 3. Produce complete sentences when appropriate to task and situation. | 1. Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. 2. Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings. 3. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| LANGUAGE:  Conventions of Standard English  Sentence Structure and Meaning | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.    1. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100    2. Form questions that seek additional information, rather than a simple yes/no answer. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.    1. Produce and expand simple and compound sentences.    2. Demonstrate understanding that a question is a type of sentence.    3. Use singular and plural nouns with matching verbs in sentences.    4. Use verbs in sentences to convey a sense of past, present, and future. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.    1. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.    2. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
| Word Usage | 1. Form regular plural nouns  orally by adding /s/ or /es/.  2. Demonstrate command of the  conventions of standard English  capitalization, punctuation, and  spelling when writing.   * 1. Print upper- and lowercase letters.   2. Capitalize the first word in a sentence and the pronoun I.   3. Recognize and name end punctuation.   4. Write a letter or letters for most consonant and short-vowel sounds (phonemes).   5. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.   6. Write numbers 0–20 | 1. Use common, proper, and possessive nouns. 2. Use personal, possessive, and indefinite pronouns. 3. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles. 4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.    1. Print legibly all upper- and lowercase letters.    2. Use end punctuation for sentences.    3. Capitalize the names of months and people.    4. Use commas in dates and to separate individual words in a series.    5. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.    6. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.    7. Write numerals up to 120. | 1. Use collective nouns and frequently occurring irregular plural nouns. 2. Use reflexive pronouns. 3. Form and use the past tense of frequently occurring irregular verbs. 4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.    1. Print upper- and lowercase letters legibly and fluently.    2. Capitalize holidays, product names, and geographic names.    3. Use commas in greetings and closings of letters.    4. Use an apostrophe to form contractions and frequently occurring possessives.    5. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).    6. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
|  | 2. Demonstrate command of the  conventions of standard English  capitalization, punctuation, and  spelling when writing.   * 1. Print upper- and lowercase letters.   2. Capitalize the first word in a sentence and the pronoun I.   3. Recognize and name end punctuation.   4. Write a letter or letters for most consonant and short-vowel sounds (phonemes).   5. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.   6. Write numbers 0–20. |  |  |
| Knowledge of Language |  |  | 1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.    1. Compare formal and informal uses of English. |
| Vocabulary Acquisition | 1. Determine or clarify the  meaning of unknown and  multiple-meaning words and  phrases based on kindergarten  reading and content.   * 1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).   2. With guidance and support from  adults, explore word  relationships and nuances in  word meanings.  a. Sort common objects into  categories (e.g., shapes,  foods) to gain a sense of  the concepts the  categories represent. | 1. 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.    1. Use sentence-level context as a clue to the meaning of a word or phrase.    2. Use frequently occurring affixes as a clue to the meaning of a word.    3. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 2. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.    1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.    2. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). | 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.    1. Use sentence-level context as a clue to the meaning of a word or phrase.    2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).    3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).    4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).    5. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
|  | b. Demonstrate  understanding of  frequently occurring  verbs and adjectives  by relating them to  their opposites  (antonyms).  c. Identify real-life  connections between  words and their use  (e.g., note places at  school that are  colorful).  d. Distinguish shades of  meaning among verbs  describing the same  general action (e.g.,  walk, march, strut,  prance) by acting out  the meanings.  3. Use words and phrases  acquired through conversations,  activities in the kindergarten  curriculum, reading and being  read to, and responding to  texts. | c. Identify real-life  connections between  words and their use  (e.g., note places at  home that are cozy).  d. Distinguish shades of  meaning among verbs  differing in manner (e.g.,  look, peek, glance,  stare, glare, scowl) and  adjectives differing in  intensity (e.g., large,  gigantic) by defining or  choosing them or by  acting out the meanings.  3. Use words and phrases  acquired through  conversations, activities in the  grade 1 curriculum, reading  and being read to, and  responding to texts, including  using frequently occurring  conjunctions (e.g., because) to  signal simple relationships. | f. Recognize and use  appropriately  abbreviations related to  grade-level content or  commonly used in  everyday life (e.g., a.m.,  p.m.)  g. Recognize and use  appropriately symbols  related to grade-level  content or commonly  used in everyday life  (e.g., $, ¢).  2. Demonstrate understanding of  word relationships and  nuances in word meanings.   * 1. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).   2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).   3. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. |

|  | Grade 3 | Grade 4 | Grade 5 |
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| READING LITERATURE:  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. 2. Retell 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 a text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | 1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize a text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | 1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| Craft and Structure | 1. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. 2. Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections. 3. Distinguish their own point of view from that of a text’s narrator or those of its characters. | 1. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. 2. Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text. 3. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations. | 1. Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. 2. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 3. Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama. |
| Integration of Knowledge and Ideas | 1. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 2. 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). | 1. Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text. 2. 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. | 1. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem). 2. Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics. |
| Range of Reading and Level of Text Complexity | 1. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. | 1. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4. | 1. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. |
| READING INFORMATIONAL TEXTS:  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. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | 1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize a text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text. | 1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. 2. Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text. |
| Craft and Structure | 1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 2. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 3. Distinguish their own point of view from that of the author of a text. | 1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 2. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 3. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 2. Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text. 3. Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent. |
| Integration of Knowledge and Ideas | 1. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 3. Compare and contrast the most important points and key details presented in two texts on the same topic. | 1. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. 2. Explain how an author uses reasons and evidence to support particular points in a text. 3. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject. | 1. 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. 2. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 3. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject. |
| Range of Reading and Level of Text Complexity | 1. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. | 1. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. | 1. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. |
| FOUNDATIONAL SKILLS:  Phonics and Word Recognition | 1. Know and apply grade-level phonics and word analysis skills in decoding words.    1. Identify and know the meaning of the most common prefixes and derivational suffixes.    2. Decode words with common Latin suffixes.    3. Decode multi-syllable words.    4. Read grade-appropriate irregularly spelled words. | 1. Know and apply grade-level phonics and word analysis skills in decoding words.    1. 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. | 1. 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. |
| Fluency | 1. Read with sufficient accuracy and fluency to support comprehension.    1. Read grade-level text with purpose and understanding.    2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.    3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| WRITING:  Text Types and Purposes | 1. Write opinion pieces on topics or texts, supporting an opinion with reasons.    1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.    2. Provide reasons that support the opinion.    3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.    4. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.    1. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.    2. Develop the topic with facts, definitions, and details.    3. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.    1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.    2. Provide reasons that are supported by facts and details.    3. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).    4. 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.    1. Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.    1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.    2. Provide reasons that are supported by facts and details.    3. Link opinion and reasons using words and phrases (e.g., consequently, specifically ).    4. 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.    1. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia. |
|  | d. Provide a concluding  statement or section.  3. Write narratives in prose or  poem form to develop  experiences or events using  effective literary techniques,  descriptive details, and clear  sequences.   * 1. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.   2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.   3. Use figurative language to suggest images.   4. Use temporal words and phrases to signal order where appropriate.   5. Provide a sense of closure.   6. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect. | * 1. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   2. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).   3. Use precise language and domain-specific vocabulary to inform about or explain the topic.   4. Provide a concluding statement or section related to the information or explanation presented.  1. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.    1. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. | * 1. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   2. Link ideas within categories of information using words and phrases (e.g., in contrast, especially).   3. Use precise language and domain-specific vocabulary to inform about or explain the topic.   4. Provide a concluding statement or section related to the information or explanation presented.  1. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.    1. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. |
|  |  | * 1. Use dialogue and description to develop experiences or events or show responses to situations.   2. Use a variety of transitional words and phrases to manage sequence.   3. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.   4. Provide a sense of closure appropriate to the narrated experiences or events.   5. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. | * 1. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.   2. Use a variety of transitional words, phrases, and clauses to manage sequence.   3. Use concrete words and phrases and sensory details to convey experiences or events precisely.   4. Provide a sense of closure appropriate to the narrated experiences or events.   5. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing.   6. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing. |
| Production and Distribution of Writing | 1. Produce writing in which the development and organization are appropriate to task, purpose, and audience. 2. Develop and strengthen writing as needed by planning, revising, and editing.    1. Demonstrate command of standard English conventions.    2. Demonstrate the ability to choose and use appropriate vocabulary.    3. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | 1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 2. Develop and strengthen writing as needed by planning, revising, and editing.    1. Demonstrate command of standard English conventions.    2. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately.    3. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | 1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.    1. Demonstrate command of standard English conventions.    2. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately.    3. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| Research to Build and Present Knowledge | 1. Conduct short research projects that build knowledge about a topic. 2. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | 1. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 2. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 3. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed. | 1. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 2. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 3. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed. |
| Range of Writing | 1. 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. | 1. 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. | 1. 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. |
| SPEAKING AND LISTENING:  Comprehension and Collaboration | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.    1. 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.    2. 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). | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.    1. 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.    2. Follow agreed-upon rules for discussions and carry out assigned roles.    3. 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.    4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.    1. 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.    2. Follow agreed-upon rules for discussions and carry out assigned roles.    3. 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.    4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
|  | c. Ask questions to check  understanding of  information presented,  stay on topic, and link  their comments to the  remarks of others.  d. Explain their own ideas  and understanding in light  of the discussion.  2. Determine the main ideas and  supporting details of a text  read aloud or information  presented in diverse media  and formats, including visually,  quantitatively, and orally.  3. Ask and answer questions  about information from a  speaker, offering appropriate  elaboration and detail. | 1. Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 2. Identify the reasons and evidence a speaker provides to support particular points. | 1. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 2. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| Presentation of Knowledge and Ideas | 1. Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. 2. 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. 3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | 1. Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. 2. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 3. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | 1. Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. 2. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 3. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| LANGUAGE:  Conventions of Standard English  Sentence Structure and Meaning | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.    1. Produce, expand, and rearrange complete simple, compound, and complex sentences.    2. Ensure subject-verb and pronoun- antecedent agreement.    3. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.    4. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.    5. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.    1. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.    2. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.    3. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.    1. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.    2. Recognize and correct inappropriate shifts in verb tense.    3. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence. |
|  |  | * 1. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction. |  |
| Word Usage | f. Use abstract nouns.  g. Form and use regular and  irregular plural nouns and  the past tense of regular  and irregular verbs.  2. Demonstrate command of the  conventions of standard  English capitalization,  punctuation, and spelling  when writing.  a. Write legibly and fluently  by hand, using either  printing or cursive  handwriting.  b. Capitalize appropriate  words in titles.  c. Use commas in  addresses.  d. Use commas and  quotation marks in  dialogue.  e. Form and use  possessives.  f. Use conventional  spelling for high-  frequency and other  studied words and for  adding suffixes to base  words. | 1. Form and use progressive verb tenses. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.    1. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.    2. Use correct capitalization.    3. Use commas and quotation marks to mark direct speech and quotations from a text.    4. Use a comma before a coordinating conjunction in a compound sentence.    5. Spell grade-appropriate words correctly, consulting references as needed. | * 1. Form and use perfect verb tenses.  1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.    1. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.    2. Use punctuation to separate items in a series.    3. Use a comma to separate an introductory element from the rest of the sentence.    4. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).    5. Use underlining, quotation marks, or italics to indicate titles of works. |
|  | g. Demonstrate  understanding that  numerals used at the  beginning of a sentence  are written as words and  capitalized (e.g., “Three  pandas could be seen  eating leaves high in the  bamboo grove.”)  h. Use spelling patterns and  generalizations (e.g.,  word families, position-  based spellings, syllable  patterns, ending rules,  meaningful word parts) in  writing words.  i. Consult reference  materials, including  beginning dictionaries, as  needed to check and  correct spellings. |  |  |
| Knowledge of Language | 1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.    1. Choose words and phrases for effect.    2. Recognize and observe differences between the conventions of spoken and written English. | 1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.    1. Choose words and phrases to convey ideas precisely.    2. Choose punctuation for effect.    3. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion). | 1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.    1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.    2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| Vocabulary Acquisition and Use | 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.    1. Use sentence-level context as a clue to the meaning of a word or phrase.    2. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).    3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).    4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.    5. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N,S,E,W on a map). | 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.    1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.    2. Use common, Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).    3. 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.    4. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).    5. Recognize and use symbols in grade-level content or everyday life (e.g., &, #, \*). | 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.    1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.    2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).    3. 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.    4. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz.). |
|  | 5. Demonstrate understanding of  word relationships and  nuances in word meanings.   * 1. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).   2. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).   3. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).   6. Acquire and use accurately  grade- appropriate  conversational, general  academic, and domain-  specific words and  phrases,including those that  signal spatial and temporal  relationships. | 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.    1. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.    2. Recognize and explain the meaning of common idioms, adages, and proverbs.    3. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 2. Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.    1. Interpret figurative language of simple similes and metaphors (e.g., as pretty as a picture) in context.    2. Recognize and explain the meaning of common idioms, adages, and proverbs.    3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 2. Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

|  | Grade 6 | Grade 7 | Grade 8 |
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| READING:  Key Ideas and Details | 1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.   3. Describe how the plot of a  particular story, poem, or  drama unfolds in a series of  episodes as well as how the  characters respond or change  as the plot moves toward a  resolution. |  |  |
| Craft and Structure | 1. Determine the meaning of  words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author’s attitude toward subject or audience), or mood (i.e., emotional atmosphere).  2. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  3. Explain how an author develops the point of view of the narrator or speaker in a text. |  |  |
| Integration of Knowledge and Ideas | 1. Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.   2. Compare and contrast texts in  different forms or genres (e.g.,  stories and poems, historical  novels and fantasy stories) in  terms of their approaches to  similar themes and topics. |  |  |
| Range of Reading and Level of Text Complexity | 1. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |  |  |
| READING INFORMATIONAL TEXTS:  Key Ideas and Details | 1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. 2. 2. Determine a text’s central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. 3. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |  |  |
| Craft and Structure | 1. Determine the meaning of  words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone.  2. Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.  3. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |  |  |
| Integration of Knowledge and Ideas | 1. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.  2. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  3. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |  |  |
| Range of Reading and Level of Text Complexity | 1. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. |  |  |
| WRITING:  Text Types and Purposes | 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and  demonstrating an  understanding of the topic  or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic  writing).  e. Provide a concluding statement or section that follows from the argument presented. |  |  |
|  | 2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |
|  | e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic  writing).  f. Provide a concluding statement or section that follows from the information or explanation  presented.  3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another experiences or events. |  |  |
|  | d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.  e. Provide a conclusion that follows from the narrated experiences or events. |  |  |
| Production and Distribution of Writing | 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.    1. Demonstrate command of standard English conventions    2. Demonstrate the ability to select accurate vocabulary 3. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |  |  |
| Research to Build and Present Knowledge | 1. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  2. When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  3. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |  |  |
| Range of Writing | 1.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. |  |  |
| SPEAKING AND LISTENING:  Comprehension and Collaboration | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   * 1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.   2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.   3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.   4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |  |  |
|  | 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |  |  |
| Presentation of Knowledge and Ideas | 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation.  5. Include multimedia components and visual displays in presentations to clarify information.  6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when  indicated or appropriate. |  |  |
| LANGUAGE:  Conventions of Standard English  Sentence Structure, Variety, and Meaning | 1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.   * 1. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.   b.Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.  c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |  |  |
|  | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * 1. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.   2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). |  |  |
| Knowledge of Language | 1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.    1. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.    2. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. |  |  |
| Vocabulary Acquisition and Use | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.   * 1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.   2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   3. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.   4. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |  |  |
|  | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of  speech (e.g.,  personification) in context.  b. Use the relationship  between particular words  (e.g., cause/effect, part/  whole, item/category) to  better understand each of  the words.  c. Distinguish among the  connotations (associations)  of words with similar  denotations  (definitions) (e.g., stingy,  scrimping, economical,  unwasteful, thrifty).  6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;  independently research words and gather vocabulary knowledge. |  |  |