

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Literature K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Key Ideas and Details</b>							
1. <b>Read closely</b> to determine what the text says explicitly and to <b>make logical inferences</b> from it; <b>cite specific textual evidence</b> when <b>writing or speaking to support conclusions</b> drawn from the text.	<ul style="list-style-type: none"> <li>WPS, <b>ask and answer questions</b> about key details</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask and answer questions</b> about key details</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask and answer: who, what, where, when, why, how</b></li> <li><b>Demonstrate understanding</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Ask and answer questions</b></li> <li><b>Demonstrate understanding</b></li> <li><b>Refer explicitly to text</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Refer to details and examples</b></li> <li><b>Explain text explicitly</b></li> <li><b>Draw inferences</b> from text</li> </ul>	<ul style="list-style-type: none"> <li><b>Quote</b> from text</li> <li><b>Explain text explicitly</b></li> <li><b>Draw inferences</b> from text</li> </ul>	<ul style="list-style-type: none"> <li><b>Cite textual evidence</b></li> <li><b>Support analysis</b> of text message and inferences</li> </ul>
2. <b>Determine central ideas or themes</b> of a text and <b>analyze</b> their development; <b>summarize</b> the key supporting details and ideas.	<ul style="list-style-type: none"> <li>WPS, <b>retell stories</b></li> <li><b>Include key details</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Retell stories</b></li> <li><b>Include key details</b></li> <li><b>Demonstrate understanding</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Recount stories</b></li> <li><b>Determine central message</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Recount stories</b></li> <li><b>Determine central message</b></li> <li><b>Explain</b> how details convey central message</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine theme</b></li> <li><b>Summarize text</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Determine theme</b>, using character response to challenges and narrator reflection</li> <li><b>Summarize text</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Determine theme</b></li> <li><b>Analyze theme development</b></li> <li><b>Provide an objective summary</b> of text</li> </ul>
3. <b>Analyze how and why</b> individuals, events, and ideas <b>develop and interact</b> over the course of a text.	<ul style="list-style-type: none"> <li>WPS, <b>identify</b> characters, settings, and major events</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe</b> characters, settings, and major events</li> <li><b>Include key details</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Describe characters' responses</b> to major events and challenges</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe characters</b></li> <li><b>Explain</b> how characters' actions contribute to sequence of events</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe characters</b> in depth</li> <li><b>Draw on specific details</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Compare and contrast</b> characters, settings, or events</li> <li><b>Draw on specific details</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Analyze</b> how dialogue and events contribute to plot sequence and/or character development</li> </ul>
<b>Craft and Structure</b>							
4. <b>Interpret words and phrases</b> as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> <li><b>Ask and answer questions</b> about unknown words</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify words</b> that suggest feelings or appeal to the senses</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe</b> how words and phrases <b>supply rhythm and meaning</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Determine word meaning</b> using text</li> <li><b>Distinguish</b> literal from nonliteral language</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine word meaning</b> using text, including those that allude to mythological characters</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine word meaning</b> using text, including figurative language</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine word meaning</b>, including figurative and connotative meanings</li> <li><b>Analyze the impact</b> of word choice</li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Reading Standards for Literature K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Craft and Structure</b>							
5. <b>Analyze the structure of texts</b> , 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.	<ul style="list-style-type: none"> <li>Recognize common text types</li> </ul>	<ul style="list-style-type: none"> <li>Explain major differences between literary and informational texts; draw on a range of text types</li> </ul>	<ul style="list-style-type: none"> <li>Describe story structure, including introductions and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Refer to story parts when writing or speaking</li> <li>Describe story part succession</li> </ul>	<ul style="list-style-type: none"> <li>Explain major differences between texts</li> <li>Refer to structural elements when writing or speaking</li> </ul>	<ul style="list-style-type: none"> <li>Explain how story parts provide overall structure</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how story structure contributes to meaning and tone</li> </ul>
6. <b>Assess how point of view</b> or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> <li>WPS, name author and illustrator; define role of each</li> </ul>	<ul style="list-style-type: none"> <li>Identify narrator</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge differences in points of view</li> <li>Speak in different voices for different characters</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish own point of view from characters or narrator</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast narration, including first- and third-person story narrations</li> </ul>	<ul style="list-style-type: none"> <li>Describe how point of view influences event descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the points of view of characters, narrators, and audience</li> </ul>
<b>Integration of Knowledge and Ideas</b>							
7. <b>Integrate and evaluate content</b> presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> <li>WPS, describe illustration and story relationship</li> </ul>	<ul style="list-style-type: none"> <li>Use illustrations and details to describe story elements</li> </ul>	<ul style="list-style-type: none"> <li>Use illustrations and words to demonstrate understanding of story elements</li> </ul>	<ul style="list-style-type: none"> <li>Explain how illustration aspects contribute to story elements</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between text and illustration</li> <li>Identify where each reflects message</li> </ul>	<ul style="list-style-type: none"> <li>Analyze visual and multimedia elements</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast and analyze written stories from alternative production formats</li> </ul>
8. <b>Delineate and evaluate the argument and specific claims in a text</b> , including the validity of reasoning as well as the relevance and sufficiency of evidence.	<ul style="list-style-type: none"> <li>(Not applicable to literature)</li> </ul>	<ul style="list-style-type: none"> <li>(Not applicable to literature)</li> </ul>	<ul style="list-style-type: none"> <li>(Not applicable to literature)</li> </ul>	<ul style="list-style-type: none"> <li>(Not applicable to literature)</li> </ul>	<ul style="list-style-type: none"> <li>(Not applicable to literature)</li> </ul>	<ul style="list-style-type: none"> <li>(Not applicable to literature)</li> </ul>	<ul style="list-style-type: none"> <li>(Not applicable to literature)</li> </ul>
9. <b>Analyze</b> how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<ul style="list-style-type: none"> <li>WPS, compare and contrast character experiences</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast character experiences</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast different versions of the same story</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast story elements in a book series</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast story elements in world literature</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast story elements in books from same genre</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how story elements are used to evoke meaning</li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Reading Standards for Literature K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Range of Reading and Level of Text Complexity</b>							
10. <b>Read and comprehend</b> complex literary and informational texts independently and proficiently.	▪ <b>Engage in group reading</b> activities	▪ WPS, <b>read</b> in grade 1 complexity band	▪ <b>Read and comprehend</b> in grades 2–3 complexity band, WPS at high end	▪ <b>Read and comprehend</b> in grades 2–3 complexity band	▪ <b>Read and comprehend</b> in grades 4–5 complexity band, WPS at high end	▪ <b>Read and comprehend</b> in grades 4–5 complexity band	▪ <b>Read and comprehend</b> in grades 6–8 complexity band, WPS as needed in grades 6–7

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Reading Standards for Informational Texts K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Key Ideas and Details</b>							
1. <b>Read closely</b> to determine what the text says explicitly and to <b>make logical inferences</b> from it; <b>cite specific textual evidence</b> when <b>writing or speaking to support conclusions</b> drawn from the text.	<ul style="list-style-type: none"> <li>WPS, <b>ask and answer</b> questions about key details</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask and answer questions</b> about key details</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask and answer: who, what, where, when, why, how</b></li> <li><b>Demonstrate understanding</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Ask and answer questions</b></li> <li><b>Demonstrate understanding</b></li> <li><b>Refer explicitly</b> to text</li> </ul>	<ul style="list-style-type: none"> <li><b>Refer</b> to details and examples</li> <li><b>Explain text</b> explicitly</li> <li><b>Draw inferences</b> from text</li> </ul>	<ul style="list-style-type: none"> <li><b>Quote</b> from text</li> <li><b>Explain text</b> explicitly</li> <li><b>Draw inferences</b> from text</li> </ul>	<ul style="list-style-type: none"> <li><b>Cite textual evidence</b></li> <li><b>Support analysis</b> of text message and inferences</li> </ul>
2. <b>Determine central ideas or themes</b> of a text and <b>analyze</b> their development; <b>summarize</b> the key supporting details and ideas.	<ul style="list-style-type: none"> <li>WPS, <b>identify topic</b> and <b>retell key ideas</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Identify topic</b> and <b>retell main ideas</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Identify overall topic</b></li> <li><b>Identify focus</b> of specific paragraphs</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine main idea</b></li> <li><b>Recount key details</b></li> <li><b>Explain main idea support</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Determine main idea</b></li> <li><b>Explain support</b></li> <li><b>Summarize</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Determine multiple main ideas</b></li> <li><b>Explain support</b></li> <li><b>Summarize</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Determine central idea</b></li> <li><b>Analyze idea development</b></li> <li><b>Summarize objectively</b></li> </ul>
3. <b>Analyze how and why</b> individuals, events, and ideas <b>develop and interact</b> over the course of a text.	<ul style="list-style-type: none"> <li>WPS, <b>describe</b> connection between two elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe</b> connection between two elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe</b> connection between multiple text elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe</b> connection between multiple text elements</li> <li><b>Use proper language</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Explain text elements</b>, based on specific textual information</li> </ul>	<ul style="list-style-type: none"> <li><b>Explain relationships</b> between multiple text elements, using specific information</li> </ul>	<ul style="list-style-type: none"> <li><b>Analyze textual connections</b> in detail</li> </ul>
<b>Craft and Structure</b>							
4. <b>Interpret words and phrases</b> as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> <li>WPS, <b>ask and answer questions</b> about unknown words</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask and answer questions</b> to determine or clarify word meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine meaning of words and phrases</b> in a grade 2 topic or subject area</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine meaning of words and phrases</b> in a grade 3 topic or subject area</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine meaning of words and phrases</b> in a grade 4 topic or subject area</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine meaning of words and phrases</b> in a grade 5 topic or subject area</li> </ul>	<ul style="list-style-type: none"> <li><b>Determine meaning of complex words and phrases</b> as they are used in a text</li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Reading Standards for Informational Texts K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Craft and Structure</b>							
5. <b>Analyze the structure of texts</b> , 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.	<ul style="list-style-type: none"> <li>Identify book parts</li> </ul>	<ul style="list-style-type: none"> <li>Know and use text features</li> <li>Locate information</li> </ul>	<ul style="list-style-type: none"> <li>Know and use text features</li> <li>Locate information effectively</li> </ul>	<ul style="list-style-type: none"> <li>Use text features and search tools</li> <li>Locate information effectively</li> </ul>	<ul style="list-style-type: none"> <li>Describe structure of information</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast structure of information across texts</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the structure of a text, and the role of major sections and sentences</li> </ul>
6. <b>Assess how point of view</b> or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> <li>Name author and illustrator</li> <li>Define role of each</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish illustrations from words</li> </ul>	<ul style="list-style-type: none"> <li>Identify author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish own point of view from author's</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast first- and secondhand account</li> <li>Describe differences between accounts</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple accounts, noting similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Determine author's point of view</li> <li>Analyze how author responds to other viewpoints</li> </ul>
<b>Integration of Knowledge and Ideas</b>							
7. <b>Integrate and evaluate content</b> presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> <li>WPS, describe relationship between text and illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Use illustrations and details to describe key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain how images contribute to and clarify a text</li> </ul>	<ul style="list-style-type: none"> <li>Use illustrations and words to demonstrate understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>Interpret visual and multimedia information</li> <li>Explain how information contributes to textual understanding</li> </ul>	<ul style="list-style-type: none"> <li>Draw on information from multiple illustrations or multimedia to answer questions and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate different forms of media for presenting different ideas</li> </ul>
8. <b>Delineate and evaluate the argument and specific claims in a text</b> , including the validity of reasoning as well as the relevance and sufficiency of evidence.	<ul style="list-style-type: none"> <li>WPS, identify supporting reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identify supporting reasons</li> </ul>	<ul style="list-style-type: none"> <li>Describe how reasons support points</li> </ul>	<ul style="list-style-type: none"> <li>Describe connections between parts of a text</li> </ul>	<ul style="list-style-type: none"> <li>Explain how reasons and evidence support points</li> </ul>	<ul style="list-style-type: none"> <li>Explain how reasons and evidence support points</li> <li>Identify supporting reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Trace and evaluate argument and specific claims within a text</li> <li>Assess if reasoning is sound and evidence relevant</li> </ul>

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## Reading Standards for Informational Texts K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Integration of Knowledge and Ideas</b>							
9. <b>Analyze</b> how two or more texts address similar themes or topics in order <b>to build knowledge or to compare the approaches</b> the authors take.	▪ WPS, <b>identify similarities and differences</b> between two texts	▪ <b>Identify similarities and differences</b> between two texts	▪ <b>Compare and contrast key points</b> in two texts	▪ <b>Compare and contrast key points</b> and details in two texts	▪ <b>Integrate information</b> from two texts <b>to write or speak</b>	▪ <b>Integrate information</b> from several texts <b>to write or speak</b>	▪ <b>Analyze two or more texts</b> using different arguments and/or evidence
<b>Range of Reading and Level of Text Complexity</b>							
10. <b>Read and comprehend</b> complex literary and informational texts independently and proficiently.	▪ <b>Engage in group reading</b> activities	▪ WPS, <b>read</b> in grade 1 complexity band	▪ <b>Read and comprehend</b> in grades 2–3 complexity band, WPS at high end	▪ <b>Read and comprehend</b> in grades 2–3 complexity band	▪ <b>Read and comprehend</b> in grades 4–5 complexity band, WPS at high end	▪ <b>Read and comprehend</b> in grades 4–5 complexity band	▪ <b>Read and comprehend</b> in grades 6–8 complexity band, WPS as needed in grades 6–7

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Foundational Skills for K–5

Anchor Standard:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:
<b>Print Concepts</b>						
1. <b>Demonstrate understanding</b> of the organization and basic features of print.	<ul style="list-style-type: none"> <li>▪ <b>Follow words</b> from left to right, top to bottom, and page by page</li> <li>▪ <b>Recognize that spoken words are represented</b> in written language by specific letter sequences</li> <li>▪ <b>Understand that words are separated</b> by spaces in print</li> <li>▪ <b>Recognize and name all upper- and lowercase letters</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Recognize the distinguishing features</b> of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Ends in grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Ends in grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Ends in grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Ends in grade 1)</li> </ul>
<b>Phonological Awareness</b>						
2. <b>Demonstrate understanding</b> of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> <li>▪ <b>Recognize and produce rhyming words</b></li> <li>▪ <b>Count, produce, blend, and segment syllables</b></li> <li>▪ <b>Blend and segment onsets and rimes</b> of single-syllable words</li> <li>▪ <b>Isolate and produce the initial, medial vowel, and final sounds</b></li> <li>▪ <b>Add or substitute sounds</b> in simple words <b>to make new words</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Distinguish long from short vowel sounds</b></li> <li>▪ <b>Orally produce single-syllable words</b> by blending sounds</li> <li>▪ <b>Isolate and produce initial, medial vowel, and final sounds</b></li> <li>▪ <b>Segment spoken single-syllable words</b> into their complete sequence of individual sounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Ends in grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Ends in grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Ends in grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Ends in grade 1)</li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Foundational Skills for K–5

Anchor Standard:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:
<b>Phonics and Word Recognition</b>						
<p>3. <b>Know and apply</b> grade-level phonics and word analysis skills in <b>decoding words</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Demonstrate basic knowledge</b> of letter-sound correspondence</li> <li>▪ <b>Produce the primary or most frequent sounds</b> for each consonant</li> <li>▪ <b>Associate long and short sounds</b> with common spellings for five major vowels</li> <li>▪ <b>Read common high-frequency words</b> by sight</li> <li>▪ <b>Distinguish between similarly spelled words</b> by identifying the sounds of the letters that differ</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Know the spelling-sound correspondences</b> for common digraphs, and final vowel team conventions for long vowel sounds</li> <li>▪ <b>Decode regular one-syllable words,</b> and two-syllable words using basic syllabic patterns.</li> <li>▪ <b>Determine the number of syllables</b> in a printed word</li> <li>▪ <b>Read words</b> with inflectional endings</li> <li>▪ <b>Recognize and read</b> grade-appropriate irregular words</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Distinguish long and short vowels</b> when reading regular one-syllable words</li> <li>▪ <b>Know spelling-sound correspondences</b> for common vowel teams</li> <li>▪ <b>Decode regularly spelled two-syllable words</b> with long vowels, and words with common prefixes and suffixes</li> <li>▪ <b>Identify words</b> with inconsistent but common spelling-sound correspondences</li> <li>▪ <b>Recognize and read</b> grade-appropriate irregular words</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Identify and know the meaning</b> of the most common prefixes and derivational suffixes</li> <li>▪ <b>Decode words</b> with common Latin suffixes, and multisyllabic words</li> <li>▪ <b>Recognize and read</b> grade-appropriate irregular words</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use combined knowledge</b> of all letter-sound correspondences, syllabication patterns, and morphology <b>to read accurately</b> unfamiliar multisyllabic words in context and out of context</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use combined knowledge</b> of all letter-sound correspondences, syllabication patterns, and morphology <b>to read accurately</b> unfamiliar multisyllabic words in context and out of context</li> </ul>



## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Foundational Skills for K–5

Anchor Standard:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:
<b>Fluency</b>						
4. <b>Read</b> with sufficient accuracy and fluency <b>to support comprehension.</b>	<ul style="list-style-type: none"> <li>▪ <b>Read emergent-reader texts</b> with purpose and understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Read on-level text</b> with purpose and understanding</li> <li>▪ <b>Read on-level text orally</b> with accuracy, appropriate rate, and expression on successive readings</li> <li>▪ <b>Use context to confirm or self-correct</b> word recognition and understanding</li> <li>▪ <b>Reread</b> as necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Read on-level text</b> with purpose and understanding</li> <li>▪ <b>Read on-level text orally</b> with accuracy, appropriate rate, and expression on successive readings</li> <li>▪ <b>Use context to confirm or self-correct</b> word recognition and understanding</li> <li>▪ <b>Reread</b> as necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Read on-level text</b> with purpose and understanding</li> <li>▪ <b>Read on-level prose and poetry orally</b> with accuracy, appropriate rate, and expression on successive readings</li> <li>▪ <b>Use context to confirm or self-correct</b> word recognition and understanding</li> <li>▪ <b>Reread</b> as necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Read on-level text</b> with purpose and understanding</li> <li>▪ <b>Read on-level prose and poetry orally</b> with accuracy, appropriate rate, and expression on successive readings</li> <li>▪ <b>Use context to confirm or self-correct</b> word recognition and understanding</li> <li>▪ <b>Reread</b> as necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Read on-level text</b> with purpose and understanding</li> <li>▪ <b>Read on-level prose and poetry orally</b> with accuracy, appropriate rate, and expression on successive readings</li> <li>▪ <b>Use context to confirm or self-correct</b> word recognition and understanding</li> <li>▪ <b>Reread</b> as necessary</li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Writing Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Text Types and Purposes</b>							
<p>1. <b>Write arguments to support claims</b> in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>▪ <b>Draw, dictate, and write opinion pieces</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write opinion pieces</b> with reasons and basic structure</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write opinion pieces</b> with an introduction, reasons—using linking words—and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write opinion pieces</b> with an introduction, organizational structure, reasons, linking words, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write opinion pieces</b> with an introduction, organizational structure, facts and details, linking words and phrases, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write opinion pieces</b> with an introduction, organizational structure, logically ordered reasons, linking words, phrases, and clauses, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write arguments</b> to support claims with reasons and relevant evidence, with an introduction, logical organization, supporting claims, linking words, phrases, and clauses, a formal style, and a conclusion</li> </ul>
<p>2. <b>Write informative/explanatory texts to examine and convey complex ideas and information</b> clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>▪ <b>Draw, dictate, and write informative/explanatory texts</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write informative/explanatory texts</b> with some facts and basic structure</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write informative/explanatory texts</b> with an introduction, developed points, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write informative/explanatory texts</b> with an introduction, grouped related information, illustrations, facts and details, linking words, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write informative/explanatory texts</b> with an introduction, organizational structure, formatting, illustrations, multimedia, details, facts, quotations, linking words and phrases, precise language, domain-specific vocabulary, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write informative/explanatory texts</b> with an introduction, organizational structure, formatting, illustrations, multimedia, details, facts, quotations, linking words, phrases, and clauses, precise language, domain-specific vocabulary, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write informative/explanatory texts</b> with an introduction, organizational structure, formatting, graphics, multimedia, details, facts, quotations, appropriate transitions, precise language, domain-specific vocabulary, a formal style, and a conclusion.</li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Writing Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Text Types and Purposes</b>							
<p><b>3. Write narratives to develop real or imagined experiences or events</b> using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>▪ <b>Draw, dictate, and write</b> to narrate a single event or loose series of events</li> <li>▪ <b>Sequence and provide reactions</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write narratives</b> using sequencing, details, temporal words, and a closing</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write narratives</b> of events or loose series of events, using details, temporal words, and a closing</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write narratives</b> of real or imagined events using details, natural sequencing, an introduction, developed experiences, temporal diction, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write narratives</b> of real or imagined events using details, natural sequencing, an introduction, developed experiences and responses, transitional and precise diction, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write narratives</b> of real or imagined events using details, natural sequencing, an introduction, developed experiences and responses, transitional and precise diction, and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Write narratives</b> of real or imagined events using details and natural sequencing, a clear context and point of view, an introduction, narrative techniques, transitional and precise diction, and a conclusion</li> </ul>
<b>Production and Distribution of Writing</b>							
<p><b>4. Produce clear and coherent writing</b> in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>▪ (Begins in grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Begins in grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Begins in grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ WPS, <b>develop and organize</b> writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Develop and organize</b> clear and coherent writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Develop and organize</b> clear and coherent writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Produce clear and coherent writing</b> appropriate for grade level (see Writing Standards 1–3)</li> </ul>
<p><b>5. Develop and strengthen writing</b> as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>▪ WPS, <b>respond</b> to questions and suggestions</li> <li>▪ WPS, <b>add details to strengthen writing</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ WPS, <b>respond</b> to questions and suggestions</li> <li>▪ WPS, <b>add details to strengthen writing</b> on a topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ WPS, <b>strengthen topical writing</b> as needed by <b>revising and editing</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ WPS, <b>develop and strengthen writing</b> by planning, revising, and editing</li> </ul>	<ul style="list-style-type: none"> <li>▪ WPS, <b>develop and strengthen writing</b> by planning, revising, and editing</li> </ul>	<ul style="list-style-type: none"> <li>▪ WPS, <b>develop and strengthen writing</b> by planning, revising, editing, or trying a new approach</li> </ul>	<ul style="list-style-type: none"> <li>▪ WPS, <b>develop and strengthen writing</b> by planning, revising, editing, rewriting, or trying a new approach</li> <li>▪ <b>Focus on task, purpose, and audience</b></li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Writing Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Production and Distribution of Writing</b>							
<p>6. <b>Use technology</b>, including the Internet, <b>to produce and publish writing</b> and <b>to interact and collaborate</b> with others.</p>	<ul style="list-style-type: none"> <li>WPS, collaboratively <b>produce and publish writing using digital tools</b></li> </ul>	<ul style="list-style-type: none"> <li>WPS, collaboratively <b>produce and publish writing using digital tools</b></li> </ul>	<ul style="list-style-type: none"> <li>WPS, collaboratively <b>produce and publish writing using digital tools</b></li> </ul>	<ul style="list-style-type: none"> <li>WPS, <b>produce and publish writing, and collaborate with others using digital tools</b></li> </ul>	<ul style="list-style-type: none"> <li>WPS, <b>produce and publish writing, and collaborate with others using digital tools</b></li> <li><b>Type one page</b> in a single setting</li> </ul>	<ul style="list-style-type: none"> <li>WPS, <b>produce and publish writing, and collaborate with others using digital tools</b></li> <li><b>Type one page</b> in a single setting</li> </ul>	<ul style="list-style-type: none"> <li>Use technology <b>to produce and publish writing</b></li> <li><b>Present the relationships</b> between information and ideas effectively</li> <li><b>Interact and collaborate</b> with others</li> </ul>
<b>Research to Build and Present Knowledge</b>							
<p>7. <b>Conduct short as well as more sustained research projects</b> based on focused questions, <b>demonstrating understanding</b> of the subject under investigation.</p>	<ul style="list-style-type: none"> <li><b>Collaborate</b> on research and writing projects</li> </ul>	<ul style="list-style-type: none"> <li><b>Collaborate</b> on research and writing projects</li> </ul>	<ul style="list-style-type: none"> <li><b>Collaborate</b> on research and writing projects</li> </ul>	<ul style="list-style-type: none"> <li><b>Conduct short research projects</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Conduct short research projects</b></li> <li><b>Investigate different aspects</b> of a topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Conduct short research projects</b></li> <li><b>Use several sources</b></li> <li><b>Investigate different aspects</b> of a topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Conduct short research projects</b></li> <li><b>Draw on several sources</b></li> <li><b>Generate questions</b> for further investigation</li> </ul>
<p>8. <b>Gather relevant information</b> from multiple print and digital sources, <b>assess the credibility and accuracy</b> of each source, and <b>integrate the information</b> while avoiding plagiarism.</p>	<ul style="list-style-type: none"> <li>WPS, <b>recall information</b> to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>WPS, <b>recall information</b> to answer a question</li> </ul>	<ul style="list-style-type: none"> <li><b>Recall information</b> to answer a question</li> </ul>	<ul style="list-style-type: none"> <li><b>Recall information</b> to answer a question</li> <li><b>Take brief notes</b></li> <li><b>Sort evidence</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Recall or gather information</b></li> <li><b>Take notes</b></li> <li><b>List sources</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Recall or gather information</b></li> <li><b>Summarize</b></li> <li><b>List sources</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Gather information</b></li> <li><b>Assess source credibility</b></li> <li><b>Quote or paraphrase</b></li> <li><b>Avoid plagiarism</b></li> <li><b>Follow standard citation format</b></li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Writing Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Research to Build and Present Ideas</b>							
9. <b>Draw evidence</b> from literary or informational texts <b>to support analysis, reflection, and research.</b>	▪ (Begins in grade 4)	▪ (Begins in grade 4)	▪ (Begins in grade 4)	▪ (Begins in grade 4)	▪ <b>Draw evidence</b> from literature and informational texts according to grade 4 reading standards	▪ <b>Draw evidence</b> from literature and informational texts according to grade 5 reading standards	▪ <b>Draw evidence</b> from literature and informational texts according to grades 6–8 reading standards
<b>Range of Writing</b>							
10. <b>Write routinely</b> 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.	▪ (Begins in grade 3)	▪ (Begins in grade 3)	▪ (Begins in grade 3)	▪ <b>Write routinely</b> over long and short time frames	▪ <b>Write routinely</b> over long and short time frames	▪ <b>Write routinely</b> over long and short time frames	▪ <b>Write routinely</b> over long and short time frames for a range of tasks, purposes, and audiences

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Speaking and Listening Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Comprehension and Collaboration</b>							
<p>1. <b>Prepare for and participate effectively</b> in a range of conversations and collaborations with diverse partners, <b>building on others' ideas and expressing their own</b> clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>▪ <b>Converse with partners</b> about kindergarten topics and texts in small and large groups</li> <li>▪ <b>Follow discussion rules</b></li> <li>▪ <b>Converse with multiple exchanges</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Converse with partners</b> about grade 1 topics and texts in small and large groups.</li> <li>▪ <b>Follow discussion rules</b></li> <li>▪ <b>Respond to comments</b></li> <li>▪ <b>Ask questions</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Converse with partners</b> about grade 2 topics and texts in small and large groups.</li> <li>▪ <b>Follow discussion rules</b></li> <li>▪ <b>Link comments</b> to those of others</li> <li>▪ <b>Ask for clarification and explanation</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Converse with partners</b> about grade 3 topics and texts in small and large groups.</li> <li>▪ <b>Come to discussions prepared</b></li> <li>▪ <b>Follow discussion rules</b></li> <li>▪ <b>Ask questions</b></li> <li>▪ <b>Explain own point of view</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Converse with partners</b> about grade 4 topics and texts in small and large groups.</li> <li>▪ <b>Come to discussions prepared</b></li> <li>▪ <b>Follow discussion rules</b></li> <li>▪ <b>Pose and respond to questions</b></li> <li>▪ <b>Review key ideas</b></li> <li>▪ <b>Explain own point of view</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Converse with partners</b> about grade 5 topics and texts in small and large groups.</li> <li>▪ <b>Come to discussions prepared</b></li> <li>▪ <b>Follow discussion rules</b></li> <li>▪ <b>Pose and respond to questions</b></li> <li>▪ <b>Elaborate</b> on the remarks of others</li> <li>▪ <b>Review key ideas</b></li> <li>▪ <b>Draw conclusions</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Converse with partners</b> about grade 6–8 topics and texts, as appropriate, in small and large groups.</li> <li>▪ <b>Come to discussions prepared</b></li> <li>▪ <b>Refer to evidence</b> discovered during preparation</li> <li>▪ <b>Follow discussion rules</b></li> <li>▪ <b>Pose and respond to detailed questions</b></li> <li>▪ <b>Recognize new evidence</b></li> <li>▪ <b>Modify own point of view</b> when warranted</li> </ul>
<p>2. <b>Integrate and evaluate information</b> presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> <li>▪ <b>Confirm understanding by questioning</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Ask and answer questions</b> about key details</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Recount key details</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Determine main ideas and details</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Paraphrase</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Summarize</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Interpret and analyze diverse media and formats</b></li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Speaking and Listening Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Comprehension and Collaboration</b>							
3. <b>Evaluate</b> a speaker's point of view, reasoning, and use of evidence and rhetoric.	<ul style="list-style-type: none"> <li>Ask and answer questions for help, information, or clarity</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions to gather information or clarify</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions to clarify, gather information, or understand</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions with elaboration and detail</li> </ul>	<ul style="list-style-type: none"> <li>Identify reasons and evidence for points</li> </ul>	<ul style="list-style-type: none"> <li>Summarize points and supporting reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Delineate arguments, claims, and evidence</li> <li>Evaluate soundness of reasoning</li> </ul>
<b>Presentation of Knowledge and Ideas</b>							
4. <b>Present information, findings, and supporting evidence</b> such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>Describe familiar things</li> <li>WPS, provide detail</li> </ul>	<ul style="list-style-type: none"> <li>Clearly describe things with detail</li> </ul>	<ul style="list-style-type: none"> <li>Tell a story with details</li> <li>Speak audibly</li> </ul>	<ul style="list-style-type: none"> <li>Report on a topic or tell a story with detail</li> <li>Speak clearly</li> </ul>	<ul style="list-style-type: none"> <li>Report on a topic or tell a story with detail</li> <li>Support main ideas</li> <li>Speak clearly</li> </ul>	<ul style="list-style-type: none"> <li>Report on a topic or present an opinion</li> <li>Sequence ideas logically</li> <li>Use detail</li> <li>Support main ideas</li> <li>Speak clearly</li> </ul>	<ul style="list-style-type: none"> <li>Present claims and findings</li> <li>Emphasize salient points coherently</li> <li>Use reasoning and detail</li> <li>Use appropriate eye contact</li> <li>Speak clearly and audibly</li> </ul>
5. <b>Make strategic use</b> of digital media and visual displays of data <b>to express information and enhance understanding</b> of presentations.	<ul style="list-style-type: none"> <li>Add visuals to descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Add visuals to descriptions to clarify</li> </ul>	<ul style="list-style-type: none"> <li>Create audio and visual displays to clarify</li> </ul>	<ul style="list-style-type: none"> <li>Create engaging audio and visual displays to emphasize details</li> </ul>	<ul style="list-style-type: none"> <li>Add audio and visual displays to enhance main ideas or themes</li> </ul>	<ul style="list-style-type: none"> <li>Include multimedia and visual displays to enhance main ideas or themes</li> </ul>	<ul style="list-style-type: none"> <li>Include multimedia and visual displays to clarify and strengthen claims and evidence</li> </ul>
6. <b>Adapt speech</b> to a variety of contexts and communicative tasks, <b>demonstrating command of formal English</b> when indicated or appropriate.	<ul style="list-style-type: none"> <li>Speak audibly</li> <li>Express thoughts clearly</li> </ul>	<ul style="list-style-type: none"> <li>Produce complete sentences when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Produce complete sentences to provide detail or to clarify</li> </ul>	<ul style="list-style-type: none"> <li>Speak in complete sentences to provide detail or to clarify</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between contexts for formal and informal speaking</li> </ul>	<ul style="list-style-type: none"> <li>Adapt speech to grade 5 contexts (formal vs. informal)</li> </ul>	<ul style="list-style-type: none"> <li>Adapt speech to grades 6–8 contexts (formal vs. informal)</li> </ul>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Language Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Conventions of Standard English</b>							
<p>1. <b>Demonstrate command</b> of the conventions of standard English grammar and usage when <b>writing or speaking</b>.</p>	<ul style="list-style-type: none"> <li>▪ <b>Print upper- and lowercase</b> letters</li> <li>▪ <b>Use common words:</b> nouns, verbs, question words, and prepositions</li> <li>▪ <b>Form regular plural nouns</b></li> <li>▪ <b>Collaborate to produce and expand complete sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Print upper- and lowercase</b> letters</li> <li>▪ <b>Use common words:</b> nouns, singular and plural nouns in basic sentences, pronouns, adjectives, conjunctions, determiners, and prepositions</li> <li>▪ <b>Form and use verbs</b> in past, present, and future</li> <li>▪ <b>Produce and expand complete sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use collective nouns, adjectives and adverbs, and reflexive pronouns</b></li> <li>▪ <b>Form and use past tenses</b> of irregular verbs</li> <li>▪ <b>Produce, expand, and rearrange complete sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Explain function of nouns, verbs, pronouns, adjectives, and adverbs</b></li> <li>▪ <b>Use regular and irregular plural nouns, and abstract nouns.</b></li> <li>▪ <b>Form and use regular and irregular verbs, the simple, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions.</b></li> <li>▪ <b>Ensure subject-verb and pronoun-antecedent agreement</b></li> <li>▪ <b>Produce simple, compound, and complex sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use relative pronouns, modal auxiliaries, and frequently confused words</b></li> <li>▪ <b>Form and use the progressive and prepositional phrases</b></li> <li>▪ <b>Order adjectives</b></li> <li>▪ <b>Produce complete sentences</b></li> <li>▪ <b>Recognize and correct run-ons and fragments</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Explain function of grammar choice</b></li> <li>▪ <b>Form and use the perfect</b></li> <li>▪ <b>Use tense to convey time</b></li> <li>▪ <b>Recognize and correct inappropriate tense</b></li> <li>▪ <b>Use correlative conjunctions</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Ensure pronouns are in proper case</b></li> <li>▪ <b>Use intensive pronouns</b></li> <li>▪ <b>Recognize variations</b> from standard English <b>in speaking and writing</b></li> <li>▪ <b>Identify strategies to improve expression</b></li> <li>▪ <b>Explain the function of phrases, clauses, and verbals</b></li> <li>▪ <b>Choose among sentence types to signify meaning</b></li> <li>▪ <b>Form and use verbs</b> in active, passive, indicative, imperative, interrogative, conditional, and subjunctive</li> </ul>



## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Language Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Conventions of Standard English</b>							
2. <b>Demonstrate command</b> of the conventions of standard English capitalization, punctuation, and spelling <b>when writing.</b>	<ul style="list-style-type: none"> <li>▪ <b>Use initial sentence caps</b></li> <li>▪ <b>Capitalize I</b></li> <li>▪ <b>Recognize and name end punctuation</b></li> <li>▪ <b>Write letter(s)</b> for most phonemes</li> <li>▪ <b>Spell simple words</b> phonetically</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Capitalize dates and names of people</b></li> <li>▪ <b>Use end punctuation</b></li> <li>▪ <b>Use commas</b> in dates and series</li> <li>▪ <b>Spell words</b> with common patterns, common irregular words, and untaught words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Capitalize proper nouns</b></li> <li>• <b>Use commas</b> in letter</li> <li>• <b>Use apostrophes</b> to form contractions and in common possessives</li> <li>• <b>Generalize spelling patterns</b></li> <li>• <b>Consult reference materials</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Capitalize title words</b></li> <li>▪ <b>Use commas</b> in addresses, and commas and quotation marks in dialogue</li> <li>▪ <b>Use spelling patterns</b> in writing, and conventional spelling for common words and suffixing</li> <li>▪ <b>Form and use possessives</b></li> <li>▪ <b>Consult reference materials</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use correct capitalization</b></li> <li>▪ <b>Use commas and quotation marks</b> for speech and quotes, and commas in compound sentences</li> <li>▪ <b>Spell grade-appropriate words</b> correctly</li> <li>▪ <b>Consult reference materials</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use punctuation</b> in series</li> <li>▪ <b>Use commas</b> to separate introductions, to set off yes and no, tag questions, and to indicate direct address</li> <li>▪ <b>Format titles</b> correctly</li> <li>▪ <b>Spell grade-appropriate words</b> correctly</li> <li>▪ <b>Consult reference materials</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use punctuation correctly</b></li> <li>▪ <b>Use an ellipsis</b> to indicate an omission</li> <li>▪ <b>Spell correctly</b></li> </ul>
<b>Knowledge of Language</b>							
3. <b>Apply knowledge</b> of language <b>to understand how language functions</b> in different contexts, <b>to make effective choices</b> for meaning or style, and <b>to comprehend more fully</b> when reading or listening.	<ul style="list-style-type: none"> <li>▪ (Begins in grade 2)</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Begins in grade 2)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Compare formal and informal English</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Choose words and phrases</b> for effect</li> <li>▪ <b>Recognize differences between conventional formal and informal English</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Choose words and phrases</b> for precision</li> <li>▪ <b>Choose punctuation</b> for effect</li> <li>▪ <b>Differentiate contexts for formal and informal English</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Expand, combine, and reduce sentences</b> for effect</li> <li>▪ <b>Compare and contrast varieties of English</b> in texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Vary sentence patterns</b></li> <li>▪ <b>Maintain consistency</b> in style and tone</li> <li>▪ <b>Choose appropriate language</b></li> <li>▪ <b>Use verbs to achieve effects</b></li> </ul>

## COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## Language Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Vocabulary Acquisition and Use</b>							
<p>4. <b>Determine or clarify the meaning</b> of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<ul style="list-style-type: none"> <li>▪ <b>Identify and apply new meanings</b> for familiar words</li> <li>▪ <b>Determine meaning</b> by using common inflections and affixes</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Determine word meaning</b> by using context or common affixes</li> <li>▪ <b>Identify common root words</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Determine word meaning</b> by using sentence context, known prefixes, known root words, and reference materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Determine word or phrase meaning</b> by using sentence context, known affixes, known root words, and reference materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Determine word or phrase meaning</b> by using context, Greek and Latin affixes and roots, and reference materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Determine meaning</b> of words and phrases using context, common Greek and Latin affixes and roots, and reference materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Determine or clarify the meaning</b> of words and phrases based on grades 6–8 reading and content, as appropriate, <b>choosing from a variety of strategies.</b></li> </ul>
<p>5. <b>Demonstrate understanding</b> of figurative languages, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>▪ WPS, <b>sort common objects</b> into categories</li> <li>▪ WPS, <b>relate common verbs and adjectives</b> with their antonyms</li> <li>▪ WPS, <b>identify connections between words and use</b></li> <li>▪ WPS, <b>act out meanings</b> of similar verbs</li> </ul>	<ul style="list-style-type: none"> <li>▪ WPS, <b>sort words</b> into categories</li> <li>▪ WPS, <b>define words</b> by category</li> <li>▪ WPS, <b>identify connections between words and use</b></li> <li>▪ WPS, <b>define verbs and adjectives</b> with similar meanings</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Identify connections between words and use</b></li> <li>▪ <b>Distinguish differences in verbs and adjectives with similar meanings</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Distinguish literal and nonliteral meanings</b></li> <li>▪ <b>Identify connections between words and use</b></li> <li>▪ <b>Distinguish differences in states of mind and certainty words</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Explain simple similes and metaphors</b></li> <li>▪ <b>Recognize and explain meaning</b> of common idioms</li> <li>▪ <b>Relate words to antonyms and synonyms</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Interpret figurative language</b></li> <li>▪ <b>Recognize and explain meaning</b> of common idioms</li> <li>▪ <b>Use relationships between words to understand meaning</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Interpret figures of speech</b> in context</li> <li>▪ <b>Use the relationship between words to better understand them</b></li> <li>▪ <b>Distinguish among the connotations of words with similar denotations</b></li> </ul>

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Language Standards for K–8

College and Career Readiness Anchor:	Kindergarten:	Grade 1:	Grade 2:	Grade 3:	Grade 4:	Grade 5:	Grade 6–8:
<b>Vocabulary Acquisition and Use</b>							
<p>6. <b>Acquire and use accurately</b> a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; <b>demonstrate independence in gathering vocabulary knowledge</b> when encountering an unknown term important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>Use heard words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use heard words and phrases, and common conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Use heard words and phrases, and descriptive adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Acquire and use academic and domain-specific words</li> <li>Use spatial and temporal words</li> </ul>	<ul style="list-style-type: none"> <li>Acquire and use academic and domain-specific words</li> <li>Use precise verbs and nouns</li> </ul>	<ul style="list-style-type: none"> <li>Acquire and use academic and domain-specific words</li> <li>Use contrast and relational words</li> </ul>	<ul style="list-style-type: none"> <li>Acquire and use academic and domain-specific words</li> <li>Gather knowledge when considering an important word</li> </ul>