

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

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

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

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

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

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

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

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Foundational Skills for K–5

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

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Foundational Skills for K–5

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

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & 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:
Text Types and Purposes							
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> ▪ Draw, dictate, and write opinion pieces 	<ul style="list-style-type: none"> ▪ Write opinion pieces with reasons and basic structure 	<ul style="list-style-type: none"> ▪ Write opinion pieces with an introduction, reasons—using linking words—and a conclusion 	<ul style="list-style-type: none"> ▪ Write opinion pieces with an introduction, organizational structure, reasons, linking words, and a conclusion 	<ul style="list-style-type: none"> ▪ Write opinion pieces with an introduction, organizational structure, facts and details, linking words and phrases, and a conclusion 	<ul style="list-style-type: none"> ▪ Write opinion pieces with an introduction, organizational structure, logically ordered reasons, linking words, phrases, and clauses, and a conclusion 	<ul style="list-style-type: none"> ▪ Write arguments 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
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> ▪ Draw, dictate, and write informative/explanatory texts 	<ul style="list-style-type: none"> ▪ Write informative/explanatory texts with some facts and basic structure 	<ul style="list-style-type: none"> ▪ Write informative/explanatory texts with an introduction, developed points, and a conclusion 	<ul style="list-style-type: none"> ▪ Write informative/explanatory texts with an introduction, grouped related information, illustrations, facts and details, linking words, and a conclusion 	<ul style="list-style-type: none"> ▪ Write informative/explanatory texts with an introduction, organizational structure, formatting, illustrations, multimedia, details, facts, quotations, linking words and phrases, precise language, domain-specific vocabulary, and a conclusion 	<ul style="list-style-type: none"> ▪ Write informative/explanatory texts with an introduction, organizational structure, formatting, illustrations, multimedia, details, facts, quotations, linking words, phrases, and clauses, precise language, domain-specific vocabulary, and a conclusion 	<ul style="list-style-type: none"> ▪ Write informative/explanatory texts with an introduction, organizational structure, formatting, graphics, multimedia, details, facts, quotations, appropriate transitions, precise language, domain-specific vocabulary, a formal style, and a conclusion.

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Writing Standards for K–8

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

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

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & 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:
Research to Build and Present Ideas							
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	▪ (Begins in grade 4)	▪ (Begins in grade 4)	▪ (Begins in grade 4)	▪ (Begins in grade 4)	▪ Draw evidence from literature and informational texts according to grade 4 reading standards	▪ Draw evidence from literature and informational texts according to grade 5 reading standards	▪ Draw evidence from literature and informational texts according to grades 6–8 reading standards
Range of Writing							
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	▪ (Begins in grade 3)	▪ (Begins in grade 3)	▪ (Begins in grade 3)	▪ Write routinely over long and short time frames	▪ Write routinely over long and short time frames	▪ Write routinely over long and short time frames	▪ Write routinely over long and short time frames for a range of tasks, purposes, and audiences

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

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

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

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

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

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:
Vocabulary Acquisition and Use							
<p>6. Acquire and use accurately 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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<ul style="list-style-type: none"> ▪ Use heard words and phrases 	<ul style="list-style-type: none"> ▪ Use heard words and phrases, and common conjunctions 	<ul style="list-style-type: none"> ▪ Use heard words and phrases, and descriptive adjectives and adverbs 	<ul style="list-style-type: none"> ▪ Acquire and use academic and domain-specific words ▪ Use spatial and temporal words 	<ul style="list-style-type: none"> ▪ Acquire and use academic and domain-specific words ▪ Use precise verbs and nouns 	<ul style="list-style-type: none"> ▪ Acquire and use academic and domain-specific words ▪ Use contrast and relational words 	<ul style="list-style-type: none"> ▪ Acquire and use academic and domain-specific words ▪ Gather knowledge when considering an important word