



## CCSS: Reading 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.

Grade	Literature	Informational
K	With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
2	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Grade	Reading
6-8	Cite specific textual evidence to support analysis of primary and secondary sources.
9-10	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
11-12	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Grade	Reading
6-8	Cite specific textual evidence to support analysis of science and technical texts.
9-10	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
11-12	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Grade	Literature	Informational
K	With prompting and support, retell familiar stories, including key details.	With prompting and support, identify the main topic and retell key details of a text.
1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify the main topic and retell key details of a text.
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
11-12	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Grade	Reading
6-8	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
9-10	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
11-12	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Grade	Reading
6-8	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
9-10	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
11-12	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Grade	Literature	Informational
K	With prompting and support, identify characters, settings, and major events in a story.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	Describe characters, settings, and major events in a story, using key details.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Describe how characters in a story respond to major events and challenges.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
5	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
6	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
7	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
8	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
9-10	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
11-12	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Grade	Reading
6-8	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
9-10	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
11-12	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Grade	Reading
6-8	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
9-10	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
11-12	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

## CCSS: Reading 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.

# R4

Grade	Literature	Informational
K	Ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.
1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
7	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
8	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9-10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).



Grade	Reading
6-8	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
9-10	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
11-12	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Grade	Reading
6-8	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
9-10	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
11-12	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Grade	Literature	Informational
K	Recognize common types of texts (e.g., storybooks, poems).	Identify the front cover, back cover, and title page of a book.
1	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
2	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
3	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
7	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
8	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
9-10	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
11-12	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Grade	Reading
6-8	Describe how a text presents information (e.g., sequentially, comparatively, causally).
9-10	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
11-12	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Grade	Reading
6-8	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
9-10	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
11-12	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Grade	Literature	Informational
K	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
1	Identify who is telling the story at various points in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
2	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
3	Distinguish their own point of view from that of the narrator or those of the characters.	Distinguish their own point of view from that of the author of a text.
4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
5	Describe how a narrator's or speaker's point of view influences how events are described.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
6	Explain how an author develops the point of view of the narrator or speaker in a text.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
7	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
8	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
9-10	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
11-12	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Grade	Reading
6-8	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
9-10	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
11-12	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Grade	Reading
6-8	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
9-10	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
11-12	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Grade	Literature	Informational
K	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
1	Use illustrations and details in a story to describe its characters, setting, or events.	Use the illustrations and details in a text to describe its key ideas.
2	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
3	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
5	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
6	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
9-10	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
11-12	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Grade	Reading
6-8	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
9-10	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
11-12	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Grade	Reading
6-8	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
9-10	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
11-12	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

## CCSS: Reading 8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade	Literature	Informational
K	(Not applicable to literature)	With prompting and support, identify the reasons an author gives to support points in a text.
1	(Not applicable to literature)	Identify the reasons an author gives to support points in a text.
2	(Not applicable to literature)	Describe how reasons support specific points the author makes in a text.
3	(Not applicable to literature)	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
4	(Not applicable to literature)	Explain how an author uses reasons and evidence to support particular points in a text.
5	(Not applicable to literature)	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
6	(Not applicable to literature)	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
7	(Not applicable to literature)	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
8	(Not applicable to literature)	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9-10	(Not applicable to literature)	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
11-12	(Not applicable to literature)	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).



Grade	Reading
6-8	Distinguish among fact, opinion, and reasoned judgment in a text.
9-10	Assess the extent to which the reasoning and evidence in a text support the author's claims.
11-12	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Grade	Reading
6-8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9-10	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
11-12	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Grade	Literature	Informational
K	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1	Compare and contrast the adventures and experiences of characters in stories.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
2	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and contrast the most important points presented by two texts on the same topic.
3	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare and contrast the most important points and key details presented in two texts on the same topic.
4	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
5	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
6	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
7	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
8	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
9-10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
11-12	Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Grade	Reading
6-8	Analyze the relationship between a primary and secondary source on the same topic.
9-10	Compare and contrast treatments of the same topic in several primary and secondary sources.
11-12	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Grade	Reading
6-8	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
9-10	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
11-12	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Grade	Literature	Informational
K	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.
1	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	With prompting and support, read informational texts appropriately complex for Grade 1.
2	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band independently and proficiently.
4	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.
6	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6–8 text complexity band independently and proficiently.	By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6–8 text complexity band independently and proficiently.
9-10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9–10 text complexity band independently and proficiently.	By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9–10 text complexity band independently and proficiently.
11-12	By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11–CCR text complexity band independently and proficiently.	By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11–CCR text complexity band independently and proficiently.

# *HSS-R10*

Grade	Reading
6-8	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
9-10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
11-12	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

# *STS-R10*

Grade	Reading
6-8	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
9-10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
11-12	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

## CCSS: Writing 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

# W1

Grade	Writing
K	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.
3	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> <li>• Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>• Provide reasons that support the opinion.</li> <li>• Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>• Provide a concluding statement or section.</li> </ul>
4	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>• Provide reasons that are supported by facts and details.</li> <li>• Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>• Provide a concluding statement or section related to the opinion presented.</li> </ul>
5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>• Provide logically ordered reasons that are supported by facts and details.</li> <li>• Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>• Provide a concluding statement or section related to the opinion presented.</li> </ul>
6-8	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
9-10	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence.</li> <li>• Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>• Use words, phrases and clauses to link major sections of text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
11-12	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>• Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates audience's knowledge level, concerns, values and possible biases.</li> <li>• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>

Grade	Writing
6-8	Write arguments focused on discipline-specific content.
	A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	D. Establish and maintain a formal style.
	E. Provide a concluding statement or section that follows from and supports the argument presented.
9-10	Write arguments focused on discipline-specific content.
	A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
	B. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
	C. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	E. Provide a concluding statement or section that follows from or supports the argument presented.
11-12	Write arguments focused on discipline-specific content.
	A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
	B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
	C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	E. Provide a concluding statement or section that follows from or supports the argument presented.

Grade	Writing
K	Use combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>• Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, and details.</li> <li>• Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>• Provide a concluding statement or section.</li> </ul>
4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>• Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>• Develop topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>• Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>• Develop topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
6-8	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes. <ul style="list-style-type: none"> <li>• Introduce topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</li> <li>• Develop topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style and objective tone.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
9-10	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes. <ul style="list-style-type: none"> <li>• Introduce topic and organize ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to audience's knowledge of topic.</li> <li>• Use varied transitions and sentence structures to link major sections of text, create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to manage complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers.</li> <li>• Establish and maintain formal style and objective tone while attending to the norms and conventions of discipline in which they are writing.</li> <li>• Provide concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
11-12	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes. <ul style="list-style-type: none"> <li>• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop topic thoroughly by selecting most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>



Grade	Writing
6-8	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	E. Establish and maintain a formal style and objective tone.
	F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
9-10	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
	D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
	E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
11-12	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	E. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Grade	Writing
K	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
1	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>• Use temporal words and phrases to signal event order.</li> <li>• Provide a sense of closure.</li> </ul>
4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>• Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
5	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>• Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
6-8	Not Applicable as a Separate Requirement: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
9-10	Not Applicable as a Separate Requirement: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
11-12	Not Applicable as a Separate Requirement: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

# *HSS/STS-W3*

Grade	Writing
6-8	(Not applicable as a separate requirement)
9-10	(Not applicable as a separate requirement)
11-12	(Not applicable as a separate requirement)

## CCSS: Writing 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

# W4

Grade	Writing
K	(Begins in Grade 3)
1	(Begins in Grade 3)
2	(Begins in Grade 3)
3	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
6-8	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
9-10	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
11-12	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

# *HSS/STS-W4*

Grade	Writing
6-8	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
11-12	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## CCSS: Writing 5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

# W5

Grade	Writing
K	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
2	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
3	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6-8	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
9-10	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
11-12	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

# *HSS/STS-W5*

Grade	Writing
6-8	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
9-10	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
11-12	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## CCSS: Writing 6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade	Writing
K	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
1	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
4	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
5	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
6-8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
9-10	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



# *HSS/STS-W6*

Grade	Writing
6-8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
9-10	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## CCSS: Writing 7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade	Writing
K	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
1	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3	Conduct short research projects that build knowledge about a topic.
4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6-8	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grade	Writing
6-8	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## CCSS: Writing 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.

Grade	Writing
K	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2	Recall information from experiences or gather information from provided sources to answer a question.
3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
5	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
6-8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9-10	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grade	Writing
6-8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9-10	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grade	Writing
K	(Begins in Grade 4)
1	(Begins in Grade 4)
2	(Begins in Grade 4)
3	(Begins in Grade 4)
4	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>• Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>• Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ul>
5	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>• Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>• Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ul>
6-8	Draw evidence from informational texts to support analysis reflection, and research.
9-10	Draw evidence from informational texts to support analysis reflection, and research.
11-12	Draw evidence from informational texts to support analysis reflection, and research.

# *HSS/STS-W9*

Grade	Writing
6-8	Draw evidence from informational texts to support analysis, reflection, and research.
9-10	Draw evidence from informational texts to support analysis, reflection, and research.
11-12	Draw evidence from informational texts to support analysis, reflection, and research.

## CCSS: 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.

# W10

Grade	Writing
K	(Begins in Grade 3)
1	(Begins in Grade 3)
2	(Begins in Grade 3)
3	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
4	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
5	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6-8	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
9-10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
11-12	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



# *HSS/STS-W10*

Grade	Writing
6-8	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
9-10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
11-12	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## CCSS: Speaking & Listening 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.

# SL1

Grade	Speaking & Listening
K	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
2	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
6	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
7	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
8	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
9-10	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
11-12	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

Grade	Speaking & Listening
K	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
6	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
7	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
8	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
9-10	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
11-12	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Grade	Speaking & Listening
K	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
1	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
4	Identify the reasons and evidence a speaker provides to support particular points.
5	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
6	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
7	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
8	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
9-10	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
11-12	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## CCSS: Speaking & Listening 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.

# SL4

Grade	Speaking & Listening
K	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
6	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
7	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
8	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
9-10	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
11-12	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## CCSS: Speaking & Listening 5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

# SL5

Grade	Speaking & Listening
K	Add drawings or other visual displays to descriptions as desired to provide additional detail.
1	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
2	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
3	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
7	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
8	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
9-10	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
11-12	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## CCSS: Speaking & Listening 6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

# SL6

Grade	Speaking & Listening
K	Speak audibly and express thoughts, feelings, and ideas clearly.
1	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
2	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)
3	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)
4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)
5	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)
6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)
8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)
9-10	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
11-12	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Standard	Language
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.