

Foundational Reading (K-5)							
Content Area	K-2			3-4		5-6	
Competency Foundational Reading	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.			Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence. (Grade 5 only).	
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Print Concepts	RF K.1 Demonstrate understanding of the organization and basic features of print.	RF 1.1 Demonstrate understanding of the organization and basic features of print.	N/A	N/A	N/A	N/A	N/A
Phonological Awareness	RF K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	N/A	N/A	N/A	N/A	N/A
Phonics and Word Recognition	RF K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF 4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	N/A
Fluency	RF K.4 Read emergent-reader texts with purpose and understanding.	RF 1.4 Read with sufficient accuracy and fluency to support comprehension.	RF 2.4 Read with sufficient accuracy and fluency to support comprehension.	RF 3.4 Read with sufficient accuracy and fluency to support comprehension.	RF 4.4 Read with sufficient accuracy and fluency to support comprehension.	RF 5.4 Read with sufficient accuracy and fluency to support comprehension.	N/A

Reading Literature- Key Ideas and Details													
Content Area	K-2		3-4		5-6		7-8		9-12				
Competency Informational Reading	Students will make meaning of increasingly complex literary and informational print and non-print texts, and provide text details to explain interpretations and thinking.		Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex literary and informational print and non-print texts, citing textual evidence to support their analyses.		Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print literary and informational texts, citing a range of relevant and compelling textual evidence to support their analyses.		Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print literary and informational texts, citing a range of relevant and compelling textual evidence to support their analyses.		Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary and informational texts.				
Big Idea/Skill	Key Ideas and Details												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor Standard 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.	RL K.1 With prompting and support, ask and answer questions about key details in a text.	RL 1.1 Ask and answer questions about key details in a text.	RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL 11-12.1 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.		
Anchor Standard Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL K.2 With prompting and support, retell familiar stories, including key details.	RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL 2.2 Recount stories, including fables and folktales and myths from diverse cultures, and determine their central message, lesson, or moral.	RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 6.2 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.	RL 7.2 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.	RL 8.2 Determine a theme central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot; provide an objective summary of the text.	RL 9-10.2 Determine a theme or 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.	RL 11-12.2 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 provide a complex analysis; provide an objective summary of the text.		
Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL K.3 With prompting and support, identify characters, settings, and major events in a story.	RL 1.3 Describe characters, settings, and major events in a story, using key details.	RL 2.3 Describe how characters in a story respond to major events and challenges.	RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL 6.3 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.	RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL 8.3 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.	RL 9-10.3 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 development of the theme.	RL 11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		

Reading Literature- Craft and Structure

	K-2		3-4		5-6		7-8		9-12				
Competency:	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence.		Students will read to make meaning while flexibly using a variety of morphology strategies*, to apply and extend literacy skills with fluency and independence at grade level complexity.		Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.				
Big Idea/Skill	Craft and Structure												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor Standard 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.	RL K.4 Ask and answer questions about unknown words in a text.	RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL 4.4 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).	RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL 6.4 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.	RL 7.4 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.	RL 8.4 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.	RL 9-10.4 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).	RL 11-12.4 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.)		
Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL K.5 Recognize common types of texts (e.g., storybooks, poems).	RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL 3.5 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.	RL 4.5 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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.	RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL 6.5 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.	RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RL 8.5 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.	RL 9-10.5 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.	RL 11-12.5 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.		
Anchor Standard Assess how point of view or purpose shapes the content and style of a text	RL K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL 1.6 Identify who is telling the story at various points in a text.	RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.	RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RL 8.6 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.	RL 9-10.6 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.	RL 11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		

Reading Literature- Integration of Knowledge and Ideas													
	K-2		3-4		5-6		7-8		9-12				
Competency:	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence.		Students will read to make meaning while flexibly using a variety of morphology strategies*, to apply and extend literacy skills with fluency and independence at grade level complexity.		Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.				
Big Idea/Skill	Integration of Knowledge and Ideas												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor standard Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	RL K.7 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).	RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.	RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL 3.7 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).	RL 4.7 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.	RL 5.7 Integration of Knowledge and Ideas: 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).	RL 6.7 Integration of Knowledge and Ideas: 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.	RL 7.7 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).	RL 8.7 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.	RL 9-10.7 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).		RL 11-12.7 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.)	
Anchor standard 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.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Anchor standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL 1.9 Compare and contrast the adventures and experiences of characters in stories.	RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL 6.9 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.	RL 7.9 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.	RL 8.9 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.	RL 9-10.9 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).		RL 11-12.9 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.	

Reading Literature- Range of Reading and Text Complexity

	K-2		3-4		5-6		7-8		9-12				
Competency:	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence.		Students will read to make meaning while flexibly using a variety of morphology strategies*, to apply and extend literacy skills with fluency and independence at grade level complexity.		Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.				
Big Idea/Skill	Range of Reading and Level of Text Complexity												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor standad Read and comprehend complex literary and informational texts independently and proficiently	RL K.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.	RL 1.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RL 2.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL 3.10 Range of Reading and Complexity of Text: 10. 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.	RL 4.10 Range of Reading and Complexity of Text: 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.	RL 5.10 Range of Reading and Complexity of Text: 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.	RL 6.10 Range of Reading and Level of Text Complexity: 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.	RL 7.10 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.	RL 8.10 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.	RL 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.	RL 10.10 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.	RL 11.10 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.	RL 12.10 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.

Informational Reading - Key Ideas and Details													
Content Area	K-2		3-4		5-6		7-8		9-12				
Competency Informational Reading	Students will make meaning of increasingly complex literary and informational print and non-print texts, and provide text details to explain interpretations and thinking.		Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex literary and informational print and non-print texts, citing textual evidence to support their analyses.		Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print literary and informational texts, citing a range of relevant and compelling textual evidence to support their analyses.		Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print literary and informational texts, citing a range of relevant and compelling textual evidence to support their analyses.		Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.				
Big Idea/Skill	Key Ideas and Details												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor Standard 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.	RI K.1 With prompting and support, ask and answer questions about key details in a text.	RI 1.1 Ask and answer questions about key details in a text.	RI 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI 11-12.1 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.		
Anchor Standard Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI K.2 With prompting and support, identify the main topic and retell key details of a text.	RI 1.2 Identify the main topic and retell key details of a text.	RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 6.2 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.	RI 7.2 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.	RI 8.2 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.	RI 9-10.2 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.	RI 11-12.2 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.		
Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI 3.3 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.	RI 4.3 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.	RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)	RI 7.3 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)	RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RI 9-10.3 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	RI 11-12.3 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.		

Informational Reading - Craft and Structure													
	K-2		3-4		5-6		7-8		9-12				
Competency:	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence.		Students will read to make meaning while flexibly using a variety of morphology strategies*, to apply and extend literacy skills with fluency and independence at grade level complexity.		Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.				
Big Idea/Skill	Craft and Structure												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor Standard 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.	RI K.4 With prompting and support, ask and answer questions about unknown words in a text.	RI 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI 4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	RI 6.3 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI 7.3 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.	RI 8.3 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	RI 9-10.4 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).	RI 11-12.4 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).		
Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI K.5 Identify the front cover, back cover, and title page of a book.	RI 1.5 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.	RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI 4.5 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.	RI 5.5 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.	RI 6.5 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.	RI 7.5 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.	RI 8.5 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.	RI 9-10.5 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).	RI 11-12.5 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.		
Anchor Standard Assess how point of view or purpose shapes the content and style of a text	RI K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI 3.6 Distinguish their own point of view from that of the author of a text.	RI 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	RI 7.6 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.	RI 8.6 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.	RI 9-10.6 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.	RI 11-12.6 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.		

Informational Reading - Integration of Knowledge and Ideas													
	K-2		3-4		5-6		7-8		9-12				
Competency:	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence.		Students will read to make meaning while flexibly using a variety of morphology strategies*, to apply and extend literacy skills with fluency and independence at grade level complexity.		Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.				
Big Idea/Skill	Integration of Knowledge and Ideas												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor standard Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	RI K.7 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).	RI 1.7 Use the illustrations and details in a text to describe its key ideas.	RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI 3.7 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).	RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RI 6.7 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.	RI 7.7 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).	RI 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI 9.7-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account		RI 11-12.7 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.	
Anchor standard 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.	RI K.8 With prompting and support, identify the reasons an author gives to support points in a text.	RI 1.8 Identify the reasons an author gives to support points in a text.	RI 2.8 Describe how reasons support specific points the author makes in a text.	RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.	RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RI 6.8 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.	RI 7.8 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.	RI 8.8 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.	RI 9.8-10.8 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.		RI 11-12.8 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., The Federalist, presidential addresses).	
Anchor standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.	RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI 6.9 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).	RI 7.9 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.	RI 8.9 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.	RI 9.9-10.9 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.		RI 11-12.9 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	

Informational Reading - Range of Reading and Text Complexity													
	K-2			3-4		5-6		7-8		9-12			
Competency:	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.			Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.		Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence.		Students will read to make meaning while flexibly using a variety of morphology strategies*, to apply and extend literacy skills with fluency and independence at grade level complexity.		Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.			
Big Idea/Skill	Range of Reading and Level of Text Complexity												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor standad Read and comprehend complex literary and informational texts independently and proficiently	RI K.10 Actively engage in group reading activities with purpose and understanding.	RI 1.10 With prompting and support, read informational texts appropriately complex for grade 1.	RI 2.10 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.	RI 3.10 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.	RI 4.10 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.	RI 5.10 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.	RI 6.10 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.	RI 7.10 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.	RI 8.10 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.	RI 9.10 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.	RI 10.10 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.	RI 11.10 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.	RI 12.10 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.

Speaking and Listening- Comprehension and Collaboration

Content Area	K-2		3-4		5-6		7-8		9-12				
Competency Speaking and Listening	Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.		Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.		Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.		Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.		Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.				
Big Idea/Skill	Comprehension and Collaboration												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor Standard 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.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (See 1a, b for details).	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (See 1a,b,c for details).	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (See 2.1a, b, c for details).	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (See 3.1 a, b, c, d for details).	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (See 4.1 a, b, c, d for details).	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (See 5.1 a, b, c, d for details).	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (See 6.1 a, b, c, d for details).	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (See 7.1 a, b, c, d for details).	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (See 8.1 a, b, c, d for details).	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (See 9-10.1a, b, c, d for details).		SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (See 11-12.1a, b, c, d for details).	
Anchor Standard Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.2 Interpret information presented in diverse media and formats (e. g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.7.2 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.	SL.8.2 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.	SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
Anchor Standard Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.3 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.	SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	

Speaking and Listening- Presentation of Knowledge and Ideas

	K-2		3-4		5-6		7-8		9-12				
Competency:	Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.		Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.		Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.		Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.		Students will initiate and effectively participate in a range of discussions, critically listening and speaking effectively, clearly and persuasively.				
Big Idea/Skill	Presentation of Knowledge and Ideas												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor Standard 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.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.3.4 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.	SL.4.4 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.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.6.4 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.	SL.7.4 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.	SL.8.4 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.	SL.9-10.4 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.		SL.11-12.4 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.	
Anchor Standard Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.9-10.5 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.		SL.11-12.5 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.	
Anchor Standard Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	SL.1.6 Produce complete sentences when appropriate to task and situation.	SL.2.6 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.)	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	

Writing - Text Types and Purposes

Content Area	K-2	3-4	5-6	7-8			9-12		
Competency Writing	Students will write effectively for a variety of purposes and audiences.	Students will write effectively for a variety of purposes and audiences.	Students will write effectively for a variety of purposes and audiences.	Students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.	Students will effectively write informative texts to examine and convey complex ideas for a variety of purposes and audiences.	Students will write arguments to analyze and critique topics and support claims and reasoning with sufficient evidence for intended purpose and audience.	Students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.	Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for a variety of purposes and audiences.	Students will demonstrate the ability to write arguments to analyze and critique topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

Big Idea/Skill	Text Types and Purposes												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor Standard Write arguments to support claim in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	W.1.1 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.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (See 3.1 a, b, c, and d for details).	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (See 4.1a, b, c, and d for details).	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (See 5.1a, b, c, and d for details).	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. (See 6.1a, b, c, d, and e for details).	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. (See 7.1a, b, c, d, and e for details).	W.8.1 Write arguments to support claims with clear reasons and relevant evidence. (See 8.1a, b, c, d, and e for details).	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (See 9-10.1 a, b, c, d, and e for details).	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (See 11-12.1 a, b, c, d, and e for details).		
Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (See 3.2a, b, c, and d for details).	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (See 4.2a, b, c, d, and e for details).	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (See 5.2a, b, c, d, and e for details).	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (See 6.2a, b, c, d, e, and f for details).	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (See 7.2a, b, c, d, e, and f for details).	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (See 8.2a, b, c, d, e, and f for details).	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (See 9-10.2a, b, c, d, e, and f for details).	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (See 11-12.2a, b, c, d, e, and f for details).		
Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (See 3.3a, b, c, and d for details).	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (See 4.3a, b, c, d, and e for details).	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (See 5.3a, b, c, d, and e for details).	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (See 6.3a, b, c, d, and e for details).	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (See 7.3a, b, c, d, and e for details).	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (See 8.3a, b, c, d, and e for details).	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (See 9-10.3a, b, c, d, and e for details).	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (See 11-12.3a, b, c, d, and e for details).		

Writing - Production and Distribution of Writing

	K-2		3-4		5-6		7-8		9-12							
Competency:	Students will write effectively for a variety of purposes and audiences.		Students will write effectively for a variety of purposes and audiences.		Students will write effectively for a variety of purposes and audiences.		Students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.		Students will effectively write informative texts to examine and convey complex ideas for a variety of purposes and audiences.		Students will write arguments to analyze and critique topics and support claims and reasoning with sufficient evidence for intended purpose and audience.		Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for a variety of purposes and audiences.		Students will demonstrate the ability to write arguments to analyze and critique topics and support claims and reasoning with sufficient evidence for intended purpose and audience.	
Big Idea/Skill	Production and Distribution of Writing															
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12			
Anchor Standard Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W K.4 N/A	W 1.4 N/A	W 2.4 N/A	W 3.4 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.)	W 4.4 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.)	W 5.4 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.)	W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					
Anchor Standard Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W 1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	W 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	W 6.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	W 7.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)	W 8.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)	W 9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)	W 11-12.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)					
Anchor Standard Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W 3.6 With guidance and support from adults, use technology, including the Internet, to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W 4.6 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.	W 5.6 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.	W 6.6 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 three pages in a single sitting.	W 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	W 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W 9-10.6 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.	W 11-12.6 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.					

Writing - Research to Build and Present Knowledge

	K-2		3-4		5-6		7-8			9-12			
Competency:	Students will write effectively for a variety of purposes and audiences.		Students will write effectively for a variety of purposes and audiences.		Students will write effectively for a variety of purposes and audiences.		Students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.	Students will effectively write informative texts to examine and convey complex ideas for a variety of purposes and audiences.	Students will write arguments to analyze and critique topics and support claims and reasoning with sufficient evidence for intended purpose and audience.	Students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.	Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for a variety of purposes and audiences.	Students will demonstrate the ability to write arguments to analyze and critique topics and support claims and reasoning with sufficient evidence for intended purpose and audience.	
Big Idea/Skill	Research to Build and Present Knowledge												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor standard Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W 1.7 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).	W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	W 3.7 Conduct short research projects that build knowledge about a topic.	W 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W 8.7 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.	W 9-10.7 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.	W 11-12.7 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.		
Anchor standard Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W 2.8 Recall information from experiences or gather information from provided sources to answer a question.	W 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W 4.8 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.	W 5.8 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.	W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W 7.8 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.	W 8.8 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.	W 9-10.8 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.	W 11-12.8 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 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.		
Anchor standard Draw evidence from literary or informational texts to support analysis, reflection, and research.	W K.9 N/A	W 1.9 N/A	W 2.9 N/A	W 3.9 N/A	W 4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (See 4.9 a and b for details).	W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (See 5.9 a and b for details).	W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (See 6.9 a and b for details).	W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (See 7.9a and b for details).	W 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (See 8.9a and b for details).	W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (See 9-10.9a and b for details).	W 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (See 11-12.9a and b for details).		

Writing - Range of Writing														
	K-2			3-4		5-6		7-8			9-12			
Competency:	Students will write effectively for a variety of purposes and audiences.			Students will write effectively for a variety of purposes and audiences.		Students will write effectively for a variety of purposes and audiences.		Students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.	Students will effectively write informative texts to examine and convey complex ideas for a variety of purposes and audiences.	Students will write arguments to analyze and critique topics and support claims and reasoning with sufficient evidence for intended purpose and audience.	Students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.	Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for a variety of purposes and audiences.	Students will demonstrate the ability to write arguments to analyze and critique topics and support claims and reasoning with sufficient evidence for intended purpose and audience.	
Big Idea/Skill	Range of Writing													
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Anchor standard 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.	W K.10 N/A	W 1.10 N/A	W 2.10 N/A	W 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W 4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W 6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W 7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W 8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W 9-10.10 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.	W 11-12.10 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.			

Language - Conventions of Standard English

Content Area	K-2		3-4		5-6		7-8		9-12				
Competency Language	Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.				
Big Idea/Skill	Conventions of Standard English												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor Standard Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See K.1 a-f for details).	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 1.1 a-j for details).	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 2.1 a-f for details).	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 3.1 a-i for details).	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 4.1 a-g for details).	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 5.1 a-e for details).	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 6.1 a-e for details).	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 7.1 a-c for details).	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 8.1 a-d for details).	L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 9-10.1 a-b for details).	L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See 11-12.1 a-b for details).		
Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See K.2 a-d for details).	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 1.1 a-d for details).	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 2.2 a-e for details).	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 3.2 a-g for details).	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 4.2 a-d for details).	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 5.2 a-e for details).	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 6.2 a-b for details).	L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 7.2 a-b for details).	L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 8.2 a-c for details).	L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 9-10.2 a-c for details).	L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See 11-12.2 a-b for details).		
Language - Knowledge of Language													
	K-2		3-4		5-6		7-8		9-12				
Competency Language	Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.				
Big Idea/Skill	Knowledge of Language												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor Standard 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.	L.K.3 N/A	L.1.3 N/A	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (See 2.3 a for details).	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (See 3.3 a-b for details).	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (See 4.3 a-c for details).	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (See 5.3 a-b for details).	L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (See 6.3 a-b for details).	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (See 7.3 a for details).	L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (See 8.3 a for details).	L.9-10.3 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. (See 9-10.3 a for details).	L.11-12.3 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. (See 11-12.3 a for details).		

Language - Vocabulary Acquisition and Use

	K-2		3-4		5-6		7-8		9-12				
Competency Language	Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.				Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.		Students will demonstrate command of conventions of standard English grammar and usage when writing and speaking.				
Big Idea/Skill	Vocabulary Acquisition and Use												
CC Standards	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Anchor standard 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.	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (See K.4 a-b for details).	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (See 1.4 a-c for details).	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (See 2.4 a-e for details).	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (See 3.4 a-d for details).	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (See 4.4 a-c for details).	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (See 5.4 a-c for details).	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (See 6.4 a-d for details).	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (See 7.4 a-d for details).	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (See 8.4 a-d for details).	L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (See 9-10.4 a-d for details).	L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (See 11-12.4 a-d for details).		
Anchor standard Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. (See K.5 a-d for details).	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (See 1.5 a-d for details).	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. (See 2.5 a-b for details).	L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (See 3.5 a-c for details).	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See 4.5 a-c for details).	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See 5.5 a-c for details).	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See 6.5 a-c for details).	L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See 7.5 a-c for details).	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See 8.5 a-c for details).	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See 9-10.5 a-b for details).	L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See 11-12.5 a-b for details).		
Anchor standard 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.	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife conservation, and endangered when discussing animal preservation).	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.9-10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	L.11-12.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.		