

# Common Core State Standards / Rhode Island Core Standards Comparison Tables K-12 English Language Arts



Rhode Island Department of Education



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# Rhode Island Department of Education

## Common Core State Standards / Rhode Island Core Standards Comparison

### Grades K-12 English Language Arts/Literacy

## Kindergarten Standards

### Kindergarten Reading Standards for Literature

Common Core State Standard	Rhode Island Core Standards
1. With prompting and support, ask and answer questions about key details in a text.	No change
2. With prompting and support, retell familiar stories, including key details.	No change
3. With prompting and support, identify characters, settings, and major events in a story.	No change
4. Ask and answer questions about unknown words in a text.	Ask and answer questions about unknown words in a text. <i>(See kindergarten Language standards 4–6 on applying knowledge of vocabulary to reading.)</i>
5. Recognize common types of texts (e.g., storybooks, poems).	Recognize common types of texts <i>and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).</i>
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	With prompting and support, <i>explain that reading the cover or title page is how to find out who created a book</i> ; name the author and illustrator of a <b>book</b> and define the role of each in telling the story.

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).	No change
8. (Not applicable to literature)	(Not applicable <del>to literature</del> )
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	No change
10. Actively engage in group reading activities with purpose and understanding.	No change

<b>Kindergarten Reading Standards for Informational Texts</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. With prompting and support, ask and answer questions about key details in a text.	No change
2. With prompting and support, identify the main topic and retell key details of a text.	No change
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	No change
4. With prompting and support, ask and answer questions about unknown words in a text.	No change
5. Identify the front cover, back cover, and title page of a book.	No change
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	No change
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).	No change



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8. With prompting and support, identify the reasons an author gives to support points in a text.	No change
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).	No change
10. Actively engage in group reading activities with purpose and understanding.	No change

<b>Kindergarten Reading Standards: Foundational Skills</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	No change
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) and in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> </ul>	No change
3. Know and apply grade-level phonics and word analysis skills in decoding words.	No change



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<ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds of each consonant.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>Read <b>early</b>-emergent-reader texts with purpose and understanding.</p>

Kindergarten Writing Standards	
Common Core State Standard	Rhode Island Core Standards
<p>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., <i>My favorite book is . . .</i>).</p>	<p>No change</p>
<p>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.</p>	<p>No change</p>
<p>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.</p>	<p>No change</p>
<p>4. (Begins in grade 3)</p>	<p>(Begins in grade <b>1</b>)</p>
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  <b>a. (Begins in grade 3)</b></p>



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	b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	No change
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	No change
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	No change
9. (Begins in grade 4)	No change
10. (Begins in grade 3)	Write or dictate writing routinely for a range of tasks, purposes, and audiences.

Kindergarten Speaking and Listening Standards	
Common Core State Standard	Rhode Island Core Standards
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>	No change
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.	No change
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	No change



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4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	No change
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	No change
6. Speak audibly and express thoughts, feelings, and ideas clearly.	No change

Kindergarten Language Standards	
Common Core State Standard	Rhode Island Core Standards
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned previously.</b></p> <p><i>Sentence Structure and Meaning</i></p> <ol style="list-style-type: none"> <li><b>Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).</b></li> <li><b>Form questions that seek additional information, rather than a simple <i>yes/no</i> answer.</b></li> </ol> <p><i>Word Usage</i></p> <ol style="list-style-type: none"> <li><b>Form regular plural nouns orally by adding /s/ or /es/.</b></li> </ol>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> </ol>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li><b>Print upper- and lowercase letters.</b></li> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>Recognize and name end punctuation.</li> </ol>



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<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).</p>
<p>3. (Begins in grade 2)</p>	<p>No change</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. [Deleted at K level]</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>	<p>No change</p>
<p>6. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>No change</p>



<ul style="list-style-type: none"> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ul>	
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## First Grade Standards

Grade 1 Reading Standards for Literature	
Common Core State Standard	Rhode Island Core Standards
1. Ask and answer questions about key details in a text.	No change
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	No change
3. Describe characters, settings, and major events in a story, using key details.	No change
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 on applying knowledge of vocabulary to reading.)
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.	Identify characteristics of common types of stories, including folktales and fairy tales.
6. Identify who is telling the story at various points in a text.	No change
7. Use illustrations and details in a story to describe its characters, setting, or events.	No change
8. (Not applicable to literature)	(Not applicable. For expectations regarding central messages or lessons in stories, see RL.2.)



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9. Compare and contrast the adventures and experiences of characters in stories.	No change
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1	With prompting and support, read <b>and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.</b>

<b>Grade 1 Reading Standards for Informational Texts</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Ask and answer questions about key details in a text.	No change
2. Identify the main topic and retell key details of a text.	No change
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	No change
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	No change
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.	No change
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	No change
7. Use the illustrations and details in a text to describe its key ideas.	No change
8. Identify the reasons an author gives to support points in a text.	No change
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	No change
10. With prompting and support, read informational texts appropriately complex for grade 1.	With prompting and support, read <b>and comprehend informational texts exhibiting complexity appropriate for at least grade 1.</b>



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## Grade 1 Reading Standards: Foundational Skills

Common Core State Standard	Rhode Island Core Standards
<p><b>1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p style="padding-left: 20px;">a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	No change
<p><b>2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p style="padding-left: 20px;">a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p style="padding-left: 20px;">b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p style="padding-left: 20px;">c. Isolate and pronounce initial, medial, vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p style="padding-left: 20px;">d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	No change
<p><b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p style="padding-left: 20px;">b. Decode regularly spelled one-syllable words.</p> <p style="padding-left: 20px;">c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p style="padding-left: 20px;">d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p style="padding-left: 20px;">e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p style="padding-left: 20px;">f. Read words with inflectional endings.</p> <p style="padding-left: 20px;">g. Recognize and read grade-appropriate irregularly spelled words.</p>	No change



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<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level texts with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read <b>grade</b>-level texts with purpose and understanding.</li> <li>b. Read <b>grade</b>-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
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Grade 1 Writing Standards	
Common Core State Standard	Rhode Island Core Standards
<p>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.</p>	<p>No change</p>
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>No change</p>
<p>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.</p>	<p>Write narratives <b>in prose or poem form that</b> recount two or more appropriately sequenced events <b>or experiences</b>, include some details <b>about</b> what happened <b>or was experienced</b>, use temporal words to signal <b>event</b> order <b>where appropriate</b>, and provide some sense of closure.</p> <ul style="list-style-type: none"> <li>a. <b>For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational standard 2a).</b></li> </ul>
<p>4. (Begins in grade 3)</p>	<p><b>Produce 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.)</b></p>
<p>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.</p>	<p>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.</p>



	<p>a. (Begins in grade 3)</p> <p>b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 1).</p>
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	No change
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).	No change
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	No change
9. (Begins in grade 4)	No change
10. (Begins in grade 3)	Write routinely for a range of tasks, purposes, and audiences.

Grade 1 Speaking and Listening Standards	
Common Core State Standard	Rhode Island Core Standards
<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	No change
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	No change



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3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	No change
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly,	No change
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	No change
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3.)	No change

## Grade 1 Language Standards

Common Core State Standard	Rhode Island Core Standards
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>a. Use common, proper, and possessive nouns.</li> <li>b. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>c. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li> <li>d. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>e. Use frequently occurring adjectives.</li> <li>f. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>g. Use determiners (e.g., articles, demonstratives).</li> <li>h. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades.</b></p> <p><i>Sentence Structure and Meaning</i></p> <ul style="list-style-type: none"> <li>a. Produce and expand simple and compound sentences.</li> <li>b. Demonstrate understanding that a question is a type of sentence.</li> <li>c. Use singular and plural nouns with matching verbs in sentences.</li> <li>d. Use verbs in sentences to convey a sense of past, present, and future.</li> </ul> <p><i>Word Usage</i></p> <ul style="list-style-type: none"> <li>e. Use common, proper, and possessive nouns.</li> <li>f. Use personal, possessive, and indefinite pronouns.</li> <li>g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</li> </ul>
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. <b>Print legibly all upper- and lowercase letters.</b></li> <li>b. Use end punctuation for sentences.</li> <li>c. Capitalize <b>the names of months and people.</b></li> <li>d. Use commas in dates and separate <b>individual</b> words in a series.</li> <li>e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>

	g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understand that numbers are also written as words; write words for numbers from one to ten.
3. (Begins in grade 2)	No change
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).	No change
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.	No change
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., <i>because</i> ).	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., <i>because</i> ) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and



Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

## Second Grade Standards

### Grade 2 Reading Standards for Literature

Common Core State Standard	Rhode Island Core Standards
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	No change
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>Retell</b> stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.	No change
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 on applying knowledge of vocabulary to reading.)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	No change
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>Explain what dialogue is and how it can reveal characters' thoughts and perspectives.</b>
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	No change
8. (Not applicable to literature)	<b>(Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)</b>



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9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	No change
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

Grade 2 Reading Standards for Informational Texts	
Common Core State Standard	Rhode Island Core Standards
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	No change
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	No change
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	No change
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.	No change
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	No change
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	No change
8. Describe how reasons support specific points the author makes in a text.	No change
9. Compare and contrast the most important points presented by two texts on the same topic.	No change



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<p>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.</p>	<p><b>Independently and proficiently</b> read and comprehend informational texts, including history/social studies, science, <b>mathematical</b>, and technical texts, <b>exhibiting complexity appropriate for at least grade 2.</b></p>
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<b>Grade 2 Reading Standards: Foundational Skills</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
<p>1. (No standard at this grade level.)</p>	<p>(No standard at this grade level.)</p>
<p>2. (No standard at this grade level.)</p>	<p>(No standard at this grade level.)</p>
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<p>No change</p>
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level texts with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read <b>grade</b>-level texts with purpose and understanding.</li> <li>b. Read <b>grade</b>-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>



Grade 2 Writing Standards	
Common Core State Standard	Rhode Island Core Standards
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, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	No change
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.	No change
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.	Write narratives <b>in prose or poem form that</b> recount a well-elaborated event <b>or experience</b> , or a <b>set of events or experiences</b> ; include details <b>and dialogue</b> to <b>show</b> actions, thoughts, and feelings; use temporal words to signal <b>event</b> order <b>where appropriate</b> ; and provide a sense of closure. <b>For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature standard 4.)</b>
4. (Begins in grade 3)	<b>Produce 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.)</b>
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from adults and peers, Focus on a topic and strengthen writing as needed by revising and editing. <ul style="list-style-type: none"> <li>a. (Begins in grade 3)</li> <li>b. <b>Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 2).</b></li> </ul>
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	No change



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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).	No change
8. Recall information from experiences or gather information from provided sources to answer a question.	No change
9. (Begins in grade 4)	No change
10. (Begins in grade 3)	Write routinely for a range of tasks, purposes, and audiences.

Grade 2 Speaking and Listening Standards	
Common Core State Standard	Rhode Island Core Standards
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol>	No change
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	No change
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.	No change
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	No change
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.	No change



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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.)	No change
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Grade 2 Language Standards	
Common Core State Standard	Rhode Island Core Standards
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., <i>group</i>).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades.</b></p> <p><i>Sentence Structure and Meaning</i></p> <ul style="list-style-type: none"> <li>a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.</li> <li>b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.</li> </ul> <p><i>Word Usage</i></p> <ul style="list-style-type: none"> <li>c. Use collective nouns and frequently occurring irregular plural nouns.</li> <li>d. Use reflexive pronouns.</li> <li>e. Form and use the past tense of frequently occurring irregular verbs.</li> </ul>

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Print upper- and lowercase letters legibly and fluently.</li> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in <math>1 + 3 = 4</math>, but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”)</li> </ol>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Compare formal and informal uses of English.</li> </ol>	<p>No change</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> </ol>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> </ol>

<ul style="list-style-type: none"> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., <i>a.m., p.m.</i>)</li> <li>g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., <i>\$, ¢</i>).</li> </ul>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ul>	<p>No change</p>
<p>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., <i>When other kids are happy that makes me happy</i>).</p>	<p>Use words and phrases acquired through conversations, <b>activities in the grade 2 curriculum</b>, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>



# Third Grade Standards

## Grade 3 Reading Standards for Literature

Common Core State Standard	Rhode Island Core Standards
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	No change
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.	<b>Retell</b> 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 <b>a text</b> .
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	No change
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from <b>figurative</b> language. (See grade 3 Language standards 4–6 on applying knowledge of vocabulary to reading.)
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	<b>Identify common structural elements of fiction (e.g., problem, solution)</b> ; describe how each successive part <b>of a text</b> builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.	No change
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).	No change
8. (Not applicable to literature)	<b>(Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)</b>

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).	No change
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	<b>Independently and proficiently</b> read and comprehend <b>literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.</b>

<b>Grade 3 Reading Standards for Informational Texts</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	No change
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	No change
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.	Describe the relationship between a series of historical events, scientific ideas or concepts, <b>mathematical ideas or concepts</b> , or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	No change
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	No change
6. Distinguish their own point of view from that of the author of a text.	No change
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).	Use information gained from illustrations (e.g., maps, photographs) and the words, <b>numbers, and symbols</b> in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).



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8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	No change
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	No change
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.	<b>Independently and proficiently</b> read and comprehend informational texts, including history/social studies, science, <b>mathematical</b> , and technical texts, <b>exhibiting complexity appropriate for at least grade 3.</b>

<b>Grade 3 Reading Standards: Foundational Skills</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. (No standard at this grade level.)	(No standard at this grade level.)
2. (No standard at this grade level.)	(No standard at this grade level.)
<b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>	No change
<b>4.</b> Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level texts with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read <b>grade</b>-level texts with purpose and understanding.</li> </ul>



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<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>b. Read <b>grade</b>-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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Grade 3 Writing Standards	
Common Core State Standard	Rhode Island Core Standards
<p><b>1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Write opinion pieces on topics or texts, supporting <b>an opinion</b> with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>
<p><b>2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>No change</p>
<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Write narratives <b>in prose or poem form</b> to develop <del>real or imagined</del> experiences or events using effective <b>literary</b> techniques, descriptive details, and clear <del>event</del> sequences.</p>



<ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>a. Establish a situation and introduce a <b>speaker</b>, narrator, and/or characters; organize an <b>appropriate narrative sequence</b>.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences <b>or</b> events or show <b>responses</b> to situations.</li> <li>c. <b>Use figurative language to suggest images. (See grade 3 Reading Literature standard 4.)</b></li> <li>d. Use temporal words and phrases to signal <b>event</b> order <b>where appropriate</b>.</li> <li>e. Provide a sense of closure.</li> <li>f. <b>For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.</b></li> </ul>
<p><b>4.</b> 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.)</p>	<p><del>With guidance and support from adults</del> Produce writing in which the development and organization are appropriate to task, purpose, <b>and audience</b>. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><b>5.</b> 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 on page 29.)</p>	<p><del>With guidance and support from peers and adults</del> Develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>a. <b>Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 3).</b></li> <li>b. <b>Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 3).</b></li> </ul>
<p><b>6.</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>No change</p>
<p><b>7.</b> Conduct short research projects that build knowledge about a topic.</p>	<p>No change</p>

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	No change
(Begins in grade 4)	No change
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.	No change

<b>Grade 3 Speaking and Listening Standards</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
<p>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.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>	No change
<p>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</p>	No change



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3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	No change
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.	No change
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.	No change
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3.)	No change

Grade 3 Language Standards	
Common Core State Standard	Rhode Island Core Standards
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.*</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades.</b> (See grade 3 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</p> <p><i>Sentence Structure and Meaning</i></p> <ul style="list-style-type: none"> <li>a. Produce, expand, and rearrange complete simple, compound, and complex sentences.</li> <li>b. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.</li> </ul>



	<p>d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.</p> <p>e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.</p> <p><i>Word Usage</i></p> <p>f. Use abstract nouns.</p> <p>g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Write legibly and fluently by hand, using either printing or cursive handwriting.</p> <p>b. Capitalize appropriate words in titles.</p> <p>c. Use commas in addresses.</p> <p>d. Use commas and quotation marks in dialogue.</p> <p>e. Form and use possessives.</p> <p>f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove”).</p> <p>h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>



<p><b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.*</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>	<p>No change</p>
<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., <i>N, S, E, W</i> on a map).</li> <li>f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <i>&lt;, &gt;</i>).</li> </ul>
<p><b>5.</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> </ul>	<p>No change</p>

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	
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., <i>After dinner that night we went looking for them</i> ).	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (See grade 3 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

## Fourth Grade Standards

Grade 4 Reading Standards for Literature	
Common Core State Standard	Rhode Island Core Standards
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	No change
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	No change
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).	No change
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., <i>Herculean</i> ).	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., <i>Herculean</i> ); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language standards 4–6 on applying knowledge of vocabulary to reading.)



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, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Explain major differences <b>among prose, poetry, and drama</b> and refer to the structural elements of <b>each</b> (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	No change
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.	Make connections between <b>a written</b> story or drama and <b>its</b> visual or oral presentation <b>of the text</b> , identifying where <b>the presentation</b> reflects specific descriptions and directions in the <b>written</b> text.
8. (Not applicable to literature)	<b>(Not applicable. For expectations regarding themes in literary texts, see RL.2.)</b>
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.	No change
10. 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.	<b>Independently and proficiently</b> read and comprehend <b>literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.</b>

<b>Grade 4 Reading Standards for Informational Text</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	No change
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	No change



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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.	Explain events, procedures, ideas, or concepts in a historical, scientific, <b>mathematical</b> , or technical text, including what happened and why, based on specific information in the text.
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	No change
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.	No change
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	No change
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	No change
8. Explain how an author uses reasons and evidence to support particular points in a text.	No change
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	No change
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.	<b>Independently and proficiently</b> read and comprehend informational texts, including history/social studies, science, <b>mathematical</b> , and technical texts, <b>exhibiting complexity appropriate for at least grade 4</b> .

<b>Grade 4 Reading Standards: Foundational Skills</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. (No standard at this grade level.)	(No standard at this grade level.)
2. (No standard at this grade level.)	(No standard at this grade level.)



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<p><b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>No change</p>
<p><b>4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level texts with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read <b>grade</b>-level texts with purpose and understanding.</p> <p>b. Read <b>grade</b>-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

<h3 style="text-align: center;">Grade 4 Writing Standards</h3>	
<h4 style="text-align: center;">Common Core State Standard</h4>	<h4 style="text-align: center;">Rhode Island Core Standards</h4>
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped <b>in paragraphs and sections</b> to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>



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<p><b>2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include <b>text features</b> (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>
<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p>Write narratives <b>in prose or poem form</b> to develop <del>real or</del> <b>imagined</b> experiences or events using effective <b>literary techniques</b>, descriptive details, and clear <b>event</b> sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a <b>speaker</b>, narrator, and/or characters; organize an <b>appropriate narrative sequence</b>.</li> <li>Use dialogue and description to develop experiences <b>or</b> events or show <b>the</b> responses <del>of characters</del> to situations.</li> <li>Use a variety of transitional words and phrases to manage <b>the</b> sequence <del>of events</del>.</li> <li>Use concrete words and phrases, <b>figurative language such as similes and metaphors</b>, and sensory details to convey experiences <b>or</b> events precisely.</li> <li>Provide a <b>sense of closure appropriate to</b> the narrated experiences or events.</li> </ol>

	f. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. (See grade 4 Reading Literature standard 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.)	No change
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 on page 29.)	<del>With guidance and support from peers and adults</del> Develop and strengthen writing as needed by planning, revising, and editing. <ul style="list-style-type: none"> <li>a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 4).</li> <li>b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language standards 4–6 up to and including grade 4).</li> </ul>
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.	<del>With some guidance and support from adults</del> Use technology, including <del>current</del> Web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	No change
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.	No change
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support <del>written</del> analysis, reflection, and research, <del>applying one or more</del>

<p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>grade 4 standards for Reading Literature or Reading Informational Text as needed.</p>
<p>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.</p>	<p>No change</p>

<p style="text-align: center;"><b>Grade 4 Speaking and Listening Standards</b></p>	
<p style="text-align: center;"><b>Common Core State Standard</b></p>	<p style="text-align: center;"><b>Rhode Island Core Standards</b></p>
<p>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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>No change</p>
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>No change</p>
<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>No change</p>



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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.	No change
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	No change
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. (See grade 4 Language standard 1.)	No change

Grade 4 Language Standards	
Common Core State Standard	Rhode Island Core Standards
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades.</b> (See grade 4 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</p> <p><i>Sentence Structure and Meaning</i></p> <p>a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.</p> <p>b. Correctly use frequently confused words (e.g., <i>their/there</i>).</p> <p>c. Use helping verbs, also known as auxiliaries (e.g., <i>can, may, might, should</i>), to convey various conditions of possibility, likelihood, obligation, or permission,</p>



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	<p>choosing among helping verbs depending on the overall meaning of the sentence.</p> <p>d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.</p> <p>e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.</p> <p><i>Word Usage</i></p> <p>f. Form and use progressive verb tenses.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.</p> <p>b. Use correct capitalization.</p> <p>c. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>d. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>No change</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>

<ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> <li>d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., <i>hr.</i>, <i>min.</i>, <i>sec.</i>).</li> <li>e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <i>&amp;</i>, <i>#</i>, <i>*</i>).</li> </ul>
<p><b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>	<p>No change</p>
<p><b>6.</b> 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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation). (See grade 4 Reading Literature standard 4 and Reading Informational Text standard</p>

4 on applying knowledge of vocabulary to reading; see grade 4 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

## Fifth Grade Standards

Grade 5 Reading Standards for Literature	
Common Core State Standard	Rhode Island Core Standards
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote <b>or paraphrase a text accurately</b> when explaining what the text <b>states</b> explicitly and when drawing inferences from the text. (See grade 5 Writing standard 8 for more on <b>paraphrasing.</b> )
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.	No change
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).	No change
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text; <b>identify and explain the effects of</b> figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 on applying knowledge of vocabulary to reading.)
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	No change

6. Describe how a narrator’s or speaker’s point of view influences how events are described.	Describe how a narrator’s or speaker’s point of view influences how events are described <b>in a story, myth, poem, or drama.</b>
7. 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).	No change
8. (Not applicable to literature)	<b>(Not applicable. For expectations regarding themes in literary texts, see RL.2.)</b>
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	No change
10. 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.	<b>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.</b>

<b>Grade 5 Reading Standards for Informational Text</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	No change
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine <b>one</b> or more main ideas of a text and explain how they are supported by key details; summarize <b>a</b> text.
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.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, <b>mathematical</b> , or technical texts based on specific information in the text.
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	No change



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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.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) to present information in a text.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	No change
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.	No change
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).	No change
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	No change
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.	<b>Independently and proficiently</b> read and comprehend informational texts, including history/social studies, science, <b>mathematical</b> , and technical texts, <b>exhibiting complexity appropriate for at least grade 5.</b>

<b>Grade 5 Reading Standards: Foundational Skills</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. (No standard at this grade level.)	(No standard at this grade level.)
2. (No standard at this grade level.)	(No standard at this grade level.)
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes)	No change



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to read accurately unfamiliar multisyllabic words in context and out of context.	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level texts with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read <b>grade</b>-level texts with purpose and understanding.</li> <li>b. Read <b>grade</b>-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

<b>Grade 5 Writing Standards</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped <b>in paragraphs and sections</b> to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information</li> </ul>



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<ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p>logically <b>in paragraphs and sections</b>; include <b>text features</b> (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p>Write narratives <b>in prose or poem form</b> to develop <b>real or imagined</b> experiences or events using effective <b>literary techniques</b>, descriptive details, and clear <b>event</b> sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a <b>speaker</b>, narrator, and/or characters; organize an <b>appropriate narrative sequence</b>.</li> <li>b. Use narrative techniques such as dialogue, description, and pacing to develop experiences <b>or</b> events or show <b>the</b> responses <b>of characters</b> to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage <b>the</b> sequence <b>of events</b>.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences <b>or</b> events precisely.</li> <li>e. Provide a <b>sense of closure appropriate to</b> the narrated experiences or events.</li> <li>f. <b>For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse</b></li> </ul>



	<p>cultures as models for writing. (See grade 5 Reading Literature standard 9.)</p> <p>g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.</p>
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.)	No change
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 on page 29.)	<p><del>With guidance and support from peers and adults</del> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 5).</p> <p>b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language standards 4–6 up to and including grade 5).</p>
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.	<p><del>With some guidance and support from adults</del> Use technology, including <del>current</del> Web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	No change
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.	No change
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support <del>written</del> analysis, reflection, and research, <del>applying one or</del>

<p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>more grade 5 standards for Reading Literature or Reading Informational Text as needed.</p>
<p>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.</p>	<p>No change</p>

<b>Grade 5 Speaking and Listening Standards</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
<p>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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>No change</p>
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>No change</p>
<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>No change</p>
<p>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.</p>	<p>No change</p>



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5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	No change
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3.)	No change

Grade 5 Language Standards	
Common Core State Standard	Rhode Island Core Standards
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades.</b> (See grade 5 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</p> <p><i>Sentence Structure and Meaning</i></p> <p>a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.</p> <p>b. Recognize and correct inappropriate shifts in verb tense.</p> <p>c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.</p> <p><i>Word Usage</i></p> <p>d. Form and use perfect verb tenses.</p>
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>



<ul style="list-style-type: none"> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<ul style="list-style-type: none"> <li>a. <b>Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.</b></li> <li>b. Use punctuation to separate items in a series</li> <li>c. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>d. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>e. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>f. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>	<p>No change</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find</li> </ul>

	<p>the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., <i>lb.</i>, <i>oz.</i>, <i>etc.</i>).</p> <p>e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>No change</p>
<p>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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>). (See grade 5 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>

# Sixth Grade Standards

Grade 6 Reading Standards for Literature	
Common Core State Standard	Rhode Island Core Standards
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what a text <b>states</b> explicitly as well as inferences drawn from the text, <b>quoting or paraphrasing as appropriate. (See grade 6 Writing standard 8 for more on quoting and paraphrasing.)</b>
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.	No change
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.	Describe how <b>the plot of a particular story, poem, or drama</b> unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of <b>specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author’s attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>
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.	No change
6. Explain how an author develops the point of view of the narrator or speaker in a text.	No change



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7. 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.	Compare and contrast the experience of reading a story, drama, or poem to <b>that of</b> listening to or viewing <b>the same text</b> .
8. (Not applicable to literature)	<b>(Not applicable. For expectations regarding themes in literary texts, see RL.2.)</b>
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.	No change
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.	<b>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.</b>

Grade 6 Reading Standards for Informational Text	
Common Core State Standard	Rhode Island Core Standards
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No change
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.	Determine a <b>text’s</b> central idea(s) and how <b>particular details help convey the idea(s)</b> ; provide a summary of the text distinct from personal opinions or judgments.
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).	No change
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <b>explain how word choice affects meaning and tone.</b> (See grade 6 Language standards 4–6 on applying knowledge of vocabulary to reading.)



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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.	Analyze how a particular sentence, paragraph, chapter, section, <b>or text feature (e.g., heading)</b> fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	No change
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.	Integrate information presented in different media or formats (e.g., <b>in charts, graphs, photographs, videos, or maps</b> ) as well as in words to develop a coherent understanding of a topic or issue.
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.	No change
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).	No change
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.	<b>Independently and proficiently</b> read and comprehend literary nonfiction <b>representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.</b>

Grade 6 Writing Standards	
Common Core State Standard	Rhode Island Core Standards
1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> </ul>	Write arguments ( <b>e.g., essays, letters to the editor, advocacy speeches</b> ) to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly <b>in paragraphs and sections.</b></li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> </ul>



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<p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a <del>formal</del> style <b>appropriate to audience and purpose (e.g., formal for academic writing)</b>.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation.</p>	<p>Write informative/explanatory texts (<b>e.g., essays, oral reports, biographical feature articles</b>) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information <b>in paragraphs and sections</b>, using strategies such as definition, classification, comparison/contrast, and cause/effect; include <b>text features</b> (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a <b>style appropriate to audience and purpose (e.g., formal for academic writing)</b>.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p>Write narratives to develop <del>real or imagined</del> experiences or events using effective <b>literary</b> techniques, relevant descriptive details, and well-structured <del>event</del> sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize <b>an appropriate narrative sequence</b>.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, <b>figurative and</b> sensory language, <b>and techniques such as personification (e.g., “the fog crept in”)</b> to convey experiences <b>or</b> events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>
<p>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.)</p>	<p>No change</p>
<p>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 on page 53.)</p>	<p><del>With some guidance and support from peers and adults</del>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ol style="list-style-type: none"> <li><b>Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 6).</b></li> <li><b>Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grade 6).</b></li> </ol>

<p>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.</p>	<p>Use technology, including <b>current Web-based communication platforms</b>, 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.</p>
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Conduct short <b>as well as more sustained</b> research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<p>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.</p>	<p><b>When conducting research</b>, 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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “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”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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”).</p>	<p>Draw evidence from literary or informational texts to support <b>written analysis, interpretation</b>, reflection, and research, <b>applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed</b>.</p>
<p>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.</p>	<p>No change</p>

## Grade 6 Speaking and Listening Standards

Common Core State Standard	Rhode Island Core Standards
<p>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.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>	No change
<p>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.</p>	No change
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	No change
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	No change
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	No change
<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3.)</p>	No change

Grade 6 Language Standards	
Common Core State Standard	Rhode Island Core Standards
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See grade 6 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b></p> <p><i>Sentence Structure, Variety, and Meaning</i></p> <ul style="list-style-type: none"> <li>a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.</li> <li>b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.</li> <li>c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ul>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly, <b>recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</b></li> </ul>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

<ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</li> <li>b. Maintain consistency in style and tone.</li> </ul>	<ul style="list-style-type: none"> <li>a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</li> <li>b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</li> </ul>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p>No change</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</li> </ul>	<p>No change</p>

<p>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.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b></p>
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## Seventh Grade Standards

Grade 7 Reading Standards for Literature	
Common Core State Standard	Rhode Island Core Standards
<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Cite several pieces of textual evidence to support analysis of what <b>a text states</b> explicitly as well as inferences drawn from the text, <b>quoting or paraphrasing as appropriate. (See grade 7 Writing standard 8 for more on quoting and paraphrasing.)</b></p>
<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>No change</p>
<p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Describe how particular elements of a story, <b>poem</b>, or drama interact (e.g., how setting shapes the characters or plot).</p>
<p>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.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <b>analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language standards 4–6 on applying knowledge of vocabulary to reading.)</b></p>



5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Analyze how <b>aspects of a literary work’s</b> structure contribute to its meaning <b>or style</b> (e.g., the effect of repetition in an epic, a flashback in a novel, or a soliloquy in a drama).
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	No change
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version <b>analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</b>
8. (Not applicable to literature)	<b>(Not applicable. For expectations regarding themes in literary texts, see RL.2.)</b>
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.	No change
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.	<b>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.</b>

<b>Grade 7 Reading Standards for Informational Text</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No change
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.	Determine <b>a text’s central idea(s)</b> and analyze <b>its/their</b> development over the course of the text; provide an objective summary of <b>a</b> text.
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).	No change



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4. 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.	No change
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.	Analyze the structure an author uses to organize a text, including how the major sections <b>and text features (e.g., headings)</b> contribute to the whole and to the development of the ideas.
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.	Remains the Same
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).	Compare and contrast a <b>written</b> text to an audio, video, or multimedia version <b>of the text</b> , analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
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.	No change
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.	No change
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.	<b>Independently and proficiently</b> read and comprehend literary nonfiction <b>representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.</b>

Grade 7 Writing Standards	
Common Core State Standard	Rhode Island Core Standards
1. Write arguments to support claims with clear reasons and relevant evidence.	Write arguments <b>(e.g., essays, letters to the editor, advocacy speeches)</b> to support claims with clear reasons and relevant evidence.



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<ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically <b>in paragraphs and sections</b>.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a <b>style appropriate to audience and purpose (e.g., formal for academic writing)</b>.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p>Write informative/explanatory texts (e.g., <b>essays, oral reports, biographical feature articles</b>) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information <b>in paragraphs and sections</b>, using strategies such as definition, classification, comparison/contrast, and cause/effect; include <b>text features</b> (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>

	<ul style="list-style-type: none"> <li>e. Establish and maintain a <b>style appropriate to the audience and purpose (e.g., formal for academic writing)</b>.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<p>Write narratives to develop <del>real or imagined</del> experiences or events using effective <b>literary</b> techniques, relevant descriptive details, and well-structured <b>event</b> sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize <b>an appropriate narrative sequence</b>.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, <b>and figurative</b> and sensory language <b>to establish a mood that evokes an emotion, to capture action, and to convey experiences or events</b>.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
<p>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.)</p>	<p>No change</p>
<p>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</p>	<p><del>With some guidance and support from peers and adults</del>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

<p>been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)</p>	<p>a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 7).</p> <p>b. Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grade 7).</p>
<p>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.</p>	<p>Use technology, including current Web-based communication platforms, 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.</p>
<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p>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.</p>	<p>When conducting research, 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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “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”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “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”).</p>	<p>Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational Text as needed.</p>

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.	No change
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<b>Grade 7 Speaking and Listening Standards</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
<p>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.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>	No change
<p>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.</p>	No change
<p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	No change
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and</p>	No change



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	examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	No change
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	No change

Grade 7 Language Standards	
Common Core State Standard	Rhode Island Core Standards
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See grade 7 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b></p> <p><i>Sentence Structure, Variety, and Meaning</i></p> <p>a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.</p> <p>b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.</p> <p>d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.</p>

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>Spell correctly.</li> </ol>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</li> </ol>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li> </ol>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</li> <li>Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</li> </ol>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>	<p>No change</p>

<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>No change</p>
<p>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.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b></p>

## Eighth Grade Standards

Grade 8 Reading Standards for Literature	
Common Core State Standard	Rhode Island Core Standards
<p>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.</p>	<p>Cite the textual evidence that most strongly supports <del>an</del> analysis of what <b>a</b> text <b>states</b> explicitly as well as inferences drawn from the text, <b>quoting or paraphrasing as appropriate. (See grade 8 Writing standard 8 for more on quoting and paraphrasing.)</b></p>



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2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	No change
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.	Analyze how particular lines of dialogue or incidents in a story, <b>poem</b> , or drama propel the action, reveal aspects of a character, or provoke a decision.
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.	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, tone, <b>or mood</b> , including the use of allusion <b>and irony</b> . (See grade 8 Language standards 4–6 on applying knowledge of vocabulary to reading.)
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.	Compare and contrast the structures of two or more texts, <b>analyzing how structure contributes to meaning and style in each text</b> .
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.	Analyze how differences in <del>the</del> points of view <b>between</b> characters and <del>the</del> audience <b>or reader</b> (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
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.	Analyze the extent to which an <b>audio</b> , filmed, or <b>staged</b> production of a story, drama, <b>or poem</b> stays faithful to or departs from the <b>original</b> , evaluating the choices made by the director or <b>performer(s)</b> .
8. (Not applicable to literature)	<b>(Not applicable. For expectations regarding themes in literary texts, see RL.2.)</b>
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.	No change
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.	<b>Independently and proficiently</b> read and comprehend <b>literary texts representing a variety of genres, cultures, and</b>

	perspectives and exhibiting complexity appropriate for at least grade 8.
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Grade 8 Reading Standards for Informational Text	
Common Core State Standard	Rhode Island Core Standards
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.	No change
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.	Determine a <b>text's central idea(s)</b> and analyze its/ <b>their</b> development over the course of the text, including <b>relationships</b> to supporting ideas; provide an objective summary of <b>a</b> text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	No change
4. 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.	No change
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.	Analyze in detail the <b>structural elements</b> of a text, including the role of <b>specific sentences, paragraphs, and text features</b> in developing and refining a key concept.
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.	No change
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.	No change



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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.	No change
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.	No change
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.	<b>Independently and proficiently</b> read and comprehend literary nonfiction <b>representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.</b>

Grade 8 Writing Standards	
Common Core State Standard	Rhode Island Core Standards
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p>Write arguments (<b>e.g., essays, letters to the editor, advocacy speeches</b>) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically <b>in paragraphs and sections.</b></li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a <b>style appropriate to audience and purpose (e.g., formal for academic writing).</b></li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>



<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>	<p>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>	<p>Write narratives to develop <del>real or imagined</del> experiences or events using effective <b>literary</b> techniques, relevant descriptive details, and well-structured <del>event</del> sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an <b>appropriate narrative sequence</b>.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases and relevant descriptive details <b>to convey a tone (the writer’s attitude toward the subject: e.g., humorous, serious, or ironic)</b> and to convey experiences <b>or</b> events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
<p>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.)</p>	<p>No change</p>
<p>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 on page 53.)</p>	<p><del>With some guidance and support from peers and adults</del> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ol style="list-style-type: none"> <li><b>Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 8).</b></li> </ol>

	<p>b. Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grade 8).</p>
<p>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.</p>	<p>Use technology, including <b>current Web-based communication platforms</b>, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
<p>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.</p>	<p>Conduct short <b>as well as more sustained</b> 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.</p>
<p>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.</p>	<p><b>When conducting research</b>, 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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “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”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “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”).</p>	<p>Draw evidence from literary or informational texts to support <b>written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.</b></p>
<p>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.</p>	<p>No change</p>

<b>Grade 8 Speaking and Listening Standards</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
<p>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.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>	No change
<p>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.</p>	No change
<p>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.</p>	No change
<p>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.</p>	No change
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	No change



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6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	No change
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Grade 8 Language Standards	
Common Core State Standard	Rhode Island Core Standards
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See grade 8 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b></p> <p><i>Sentence Structure, Variety, and Meaning</i></p> <ul style="list-style-type: none"> <li>a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.</li> <li>b. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.</li> </ul>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly, <b>recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</b></li> </ul>



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<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. <b>Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</b></p> <p>b. <b>Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</b></p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>No change</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<p>No change</p>

<p>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.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b></p>
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## 6th-8th Grade Standards for Literacy in History/Social Studies, Science, and Technical Subjects

<b>Grades 6-8 Reading Standards for Literacy in <b>the Content Areas:</b> History/Social Studies</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
<p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, <b>quoting or paraphrasing as appropriate. (See grades 6–8 Writing standard 8 for more on quoting and paraphrasing.)</b></p>
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>No change</p>
<p>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>No change</p>



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4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of <b>general academic and domain-specific</b> words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	No change
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	No change
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	No change
8. Distinguish among fact, opinion, and reasoned judgment in a text.	No change
9. Analyze the relationship between a primary and secondary source on the same topic.	No change
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	<b>Independently and proficiently</b> read and comprehend <b>history/social studies texts exhibiting complexity appropriate for the grade/course.</b>

<b>Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Cite specific textual evidence to support analysis of science and technical texts.	Cite specific textual evidence to support analysis of science and technical texts, <b>quoting or paraphrasing as appropriate.</b> (See grades 6–8 Writing standard 8 for more on quoting and paraphrasing.)
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	No change
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	No change
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Determine the meaning of <b>general academic vocabulary as well as</b> symbols, <b>notation</b> , key terms, and other domain-specific words and phrases as they are used in a specific



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	scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	No change
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	No change
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	No change
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	No change
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	No change
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<b>Independently and proficiently</b> read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

<b>Grades 6-8 Writing Standards for Literacy in <del>the Content Areas History/Social Studies, Science, and Technical</del> Subjects</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> </ol>	Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically <b>in paragraphs and sections</b>.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an</li> </ol>



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<ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p>understanding of the topic or text, using credible sources.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.</li> <li>d. Establish and maintain a <b>style appropriate to audience and purpose (e.g., formal for academic writing)</b>.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<ul style="list-style-type: none"> <li>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports information or explanation presented.</li> </ul> </li> </ul>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; <b>use paragraphs and sections to</b> organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include <b>text features</b> (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, <b>or procedures</b>.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a <b>style appropriate to audience and purpose (e.g., formal for academic writing)</b>.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>

3. (See note; not applicable as a separate requirement)	No change
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	No change
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.	<del>With some guidance and support from peers and adults</del> 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.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including <del>current</del> <b>Web-based communication platforms</b> , to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
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.	Conduct short <del>as well as more sustained</del> 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.
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.	<del>When conducting research</del> , gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, <del>interpretation</del> , reflection, and research. <b>(See grades 6–8 Reading standard 1 for more on the use of textual evidence.)</b>
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No change

## Grades 6-8 Speaking and Listening Standards in the Content Areas

Common Core State Standard	Rhode Island Core Standards
1. (No standard at this grade level.)	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>discipline-specific topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (Grades 6-8 Reading standard 1 for more on the use of textual evidence.)</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own view in light of the evidence presented.</li> </ul>
2. (No standard at this grade level.)	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.
3. (No standard at this grade level.)	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.

4. (No standard at this grade level.)	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
5. (No standard at this grade level.)	Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. (No standard at this grade level.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Ninth to Tenth Grade Standards

Grades 9-10 Reading Standards for Literature	
Common Core State Standard	Rhode Island Core Standards
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No change
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	No change
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 develop the theme.	No change



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4. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Determine the <b>figurative and connotative</b> meaning(s) of words and phrases as they are used in <del>the</del> a text; <b>analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.</b> (See grades 9-10 Language standards 4-6 on applying knowledge of vocabulary to reading).
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.	No change
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.	<b>Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.</b>
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 <i>Landscape with the Fall of Icarus</i> ).	<b>Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.</b>
8. (Not applicable to literature)	(Not applicable to literature)
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).	No change
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	<b>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.</b>
<b>Grades 9-10 Reading Standards for Informational Texts</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>



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1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No change
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.	No change
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.	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 <del>the connections that are drawn</del> the presence or absence of connections between them.
4. Determine the meaning of words and phrases as they are used in the 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).	Determine the meaning(s) of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative <del>or contradictory</del> impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, <del>how an author's word choice varies from one part of a text to another</del> ). (See grades 9-10 Language standards 4-6 on applying knowledge of vocabulary to reading).
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).	No change
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.	No change
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.	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 <del>or deemphasized</del> in each account.

<p>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.</p>	<p>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 <b>or incomplete truths</b> and fallacious reasoning.</p>
<p>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.</p>	<p>Analyze seminal <del>U.S.</del> documents of historical and literary significance (e.g., Washington's Farewell Address, <b>Lincoln's Second Inaugural</b> and the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>
<p>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.  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.</p>	<p><b>Independently and proficiently</b> read and comprehend <b>literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.</b></p>

Grades 9-10 Writing Standards	
Common Core State Standard	Rhode Island Core Standards
<p>1. Write arguments to support claims in an analysis of substantive topics of texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ul>	<p>Write arguments (e.g., <b>essays, letters to the editor, advocacy speeches</b>) to support claims in an analysis of substantive topics of texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> </ul>



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<ul style="list-style-type: none"> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a <b>formal style and objective tone style appropriate to audience and purpose (e.g., formal for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p>Write informative/explanatory texts, <b>including the narration of historical events, scientific procedures/experiments, or technical processes.</b></p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include <b>text features</b> (e.g., headings), graphics (e.g., figured, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a <b>formal style and objective tone style appropriate to audience and purpose (e.g., formal for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation</li> </ul>

	presented (e.g., articulating implications or the significance of the topic).
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p>Write narratives to develop <del>real or imagined</del> experiences or events using effective <b>literary</b> techniques, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create <b>an appropriate</b> progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and <b>figurative</b> and sensory language <b>to describe settings and characters and to establish mood and tone</b>.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
<p>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.)</p>	No change
<p>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.)</p>	<p>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.</p> <ol style="list-style-type: none"> <li><b>Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grades 9-10).</b></li> </ol>

	<p>b. Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grades 9-10).</p>
<p>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 flexibility and dynamically.</p>	<p>Use technology, including <b>current Web-based communication platforms</b>, 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 flexibility and dynamically.</p>
<p>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.</p>	<p>No change</p>
<p>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.</p>	<p><b>When conducting research</b>, 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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., “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]”).</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g. “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”).</p>	<p>Draw evidence from literary or informational texts to support <b>written analysis, interpretation</b>, reflection, and research, <b>applying one or more grades 9-10 standards for Reading Literature or Reading Informational Text as needed.</b></p>

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.	No change
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<b>Grades 9-10 Speaking &amp; Listening Standards</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See <a href="#">grades 9-10 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.</a>)</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> </ul>



	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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.	No change
3. Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	No change
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.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, <b>vocabulary</b> , substance, and style are appropriate to purpose, audience, and task. (See grades 9-10 Language standards 4-6 for specific expectations regarding vocabulary.)
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.	Make strategic use of digital media (e.g., <b>textual, graphical</b> , audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	No change



## Grades 9-10 Language Standards

Common Core State Standard	Rhode Island Core Standards
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See grades 9-10 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b></p> <p><b>Sentence Structure, Variety, and Meaning</b></p> <ul style="list-style-type: none"> <li>a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.</li> <li>b. Use various types of phrases (noun, verb, adjective, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>c. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.</li> </ul>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly, <b>recognizing that some words have commonly accepted variations (e.g., catalog, catalogue).</b></li> </ul>

<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>b. <b>Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).</b></p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).</p>	<p>No change</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>No change</p>

<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	
<p>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.</p>	<p>Acquire and use accurately <b>grade-appropriate</b> general academic and domain-specific words and phrases; <b>independently research words and gather vocabulary knowledge.</b> (See grades 9-10 Reading Literature standards 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grades 9-10 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary).</p>

## Eleventh to Twelfth Grade Standards

Grades 11-12 Reading Standards for Literature	
Common Core State Standard	Rhode Island Core Standards
<p>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.</p>	<p>No change</p>
<p>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 produce a complex account; provide an objective summary of the text.</p>	<p>No change</p>
<p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story, <b>poem</b>, or drama (e.g.,</p>



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	where a story is set, how the action is ordered, how the characters are introduced and developed).
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).	Determine the <b>figurative and connotative</b> meaning(s) of words and phrases as they are used in <del>the</del> a text; analyze the impact of specific <b>words or rhetorical patterns</b> (e.g., <b>how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives</b> ). (See grades 11-12 Language standards 4-6 on applying knowledge of <b>vocabulary to reading</b> ).
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.	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, <b>the choice to introduce a new tone or point of view</b> ) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement, <b>notable omission</b> ).
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).	<b>Analyze one or more critical response to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.</b>
8. (Not applicable to literature)	(Not applicable to literature)
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.	No change
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.	<b>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and</b>

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.	perspectives and exhibiting complexity appropriate for the grade/course.
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Grades 11-12 Reading Standards for Informational Texts	
Common Core State Standard	Rhode Island Core Standards
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.	No change
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.	No change
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.	No change
4. Determine the meaning of words and phrases as they are used in the 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 <i>faction</i> in <i>Federalist</i> No. 10).	Determine the meaning(s) of words and phrases as they are used in the 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 <i>faction</i> in <i>Federalist</i> No. 10). (See grades 11-12 Language standards 4-6 on applying knowledge of vocabulary to reading).
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.	Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing and engaging.



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<p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and context contribute to the power, persuasiveness, or beauty of the text.</p>	<p>No change</p>
<p>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.</p>	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., <b>in charts, graphs, photographs, videos, or maps</b>) as well as in words in order to address a question or solve a problem.</p>
<p>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 premise, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>Delineate and evaluate the reasoning in seminal <del>U.S.</del> <b>historical</b> 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 premise, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>
<p>9. Analyze seventeenth-, eighteenth-, nineteenth- and early-twentieth-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.</p>	<p>Analyze <b>pre-20<sup>th</sup></b> century foundational U.S. documents of historical and literary significance (e.g., <b>the Magna Carta</b>, The Declaration of Independence, the Declaration of the Rights of Man, The Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.</p>
<p>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.  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.</p>	<p><b>Independently and proficiently</b> read and comprehend <b>literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.</b></p>

## Grades 11-12 Writing Standards

Common Core State Standard	Rhode Island Core Standards
<p>1. Write arguments to support claims in an analysis of substantive topics of texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics of texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a <del>formal style and objective tone</del> style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p>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.</p>	<p>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and</p>



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<ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p>accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including <b>formatting text features</b> (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a <b>formal style and objective tone style appropriate to audience and purpose (e.g., formal for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Write narratives to develop <b>real or imagined</b> experiences or events using effective <b>literary</b> techniques, well-chosen details, and well-structured <b>event</b> sequences.</p>



<ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create <b>an appropriate</b> progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>d. Use precise words and phrases, telling details <b>and figurative</b> and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
<p>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.)</p>	<p>No change</p>
<p>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.)</p>	<p>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.</p> <ul style="list-style-type: none"> <li>a. <b>Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grades 11-12).</b></li> </ul>

	<p>b. Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grades 11-12).</p>
<p>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.</p>	<p>Use technology, including <b>current Web-based communication platforms</b>, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>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.</p>	<p>No change</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength 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.</p>	<p><b>When conducting research</b>, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength 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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “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”).</p> <p>b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g. “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., the U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>Draw evidence from literary or informational texts to support <b>written analysis, interpretation</b>, reflection, and research, <b>applying one or more grades 9-10 standards for Reading Literature or Reading Informational Text as needed.</b></p>

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.	No change
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<b>Grades 11-12 Speaking &amp; Listening Standards</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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..</li> <li>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.</li> </ul>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See <a href="#">grades 11-12 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.</a>)</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> </ul>



	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.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	No change
3. Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	No change
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.	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, <b>vocabulary</b> , substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11-12 Language standards 4-6 for specific expectations regarding vocabulary.)
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.	Make strategic use of digital media (e.g., <del>textual, graphical</del> , audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)	No change

## Grades 11-12 Language Standards

Common Core State Standard	Rhode Island Core Standards
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b></p> <p><b>Word Usage</b></p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</li> </ul>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly, <b>recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).</b></li> </ul>
<p>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.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentence</i>) for guidance as needed;</li> </ul>

<p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentence</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>apply an understanding of syntax to the study of complex texts when reading.</p> <p>b. <b>Revise and edit work to make work more concise and cohesive.</b></p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).</p>	<p>No change</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>No change</p>
<p>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</p>	<p>Acquire and use accurately <b>grade-appropriate</b> general academic and domain-specific words and phrases; <b>independently research words and gather vocabulary knowledge.</b> (See <b>grades 11-12 Reading Literature standards 4 and Reading Informational Text standard 4 on applying</b></p>

knowledge when considering a word or phrase important to comprehension or expression.	knowledge of vocabulary to reading; see grades 11-12 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary).
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## 9th-12th Grade Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Grades 9-10 Reading Standards for Literacy in <b>the Content Areas: History/Social Studies</b>	
Common Core State Standard	Rhode Island Core Standards
1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	No change
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	No change
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	No change
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	Determine the meaning of <b>general academic and domain-specific</b> words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.



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5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	No change
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	No change
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	No change
8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	No change
9. Compare and contrast treatments of the same topic in several primary and secondary sources.	No change
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	<b>Independently and proficiently</b> read and comprehend history/social studies texts <b>exhibiting complexity appropriate for the grade/course.</b>

<b>Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Cite specific textual evidence to support analysis of science and technical texts, attending to precise details of explanations or descriptions.	No change
2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	No change
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	No change
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	Determine the meaning of <b>general academic vocabulary as well as symbols, notation</b> , key terms, and other domain-specific



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	words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i> ).	No change
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	No change
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	No change
8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	No change
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	No change
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	<b>Independently and proficiently</b> read and comprehend science/technical texts <b>exhibiting complexity appropriate for the grade/course</b> .

<b>Grades 9-10 Writing Standards for Literacy in <del>the Content Areas History/Social Studies, Science &amp; Technical</del> Subjects</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and</li> </ol>	Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> </ol>



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<p>counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a <b>formal style and objective tone style appropriate to audience and purpose (e.g., formal for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<ul style="list-style-type: none"> <li>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul> </li> </ul>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include <b>formatting text features</b> (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, <del>and</del> concepts, <b>or procedures</b>.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> </ul>

<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>e. Establish and maintain a <del>formal style and objective tone style appropriate to audience and purpose (e.g, formal for academic writing)</del> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p>3. (See note; not applicable as a separate requirement)</p>	<p>No change</p>
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>No change</p>
<p>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.</p>	<p>No change</p>
<p>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.</p>	<p>Use technology, including the <del>Internet</del> <b>current Web-based communication platforms</b>, 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.</p>
<p>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.</p>	<p>No change</p>
<p>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 questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>When conducting research</b>, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from informational texts to support analysis, <b>interpretation</b>, reflection, and research. <b>(See grades 9-10 Reading standard 1 for more on the use of textual evidence.)</b></p>

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No change
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<b>Grades 9-10 Speaking and Listening Standards in the Content Areas</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. (No standard at this grade level.)	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>discipline-specific topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (Grades 9-10 Reading standard 1 for more on the use of textual evidence.)</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>

2. (No standard at this grade level.)	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. (No standard at this grade level.)	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
4. (No standard at this grade level.)	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
5. (No standard at this grade level.)	Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
6. (No standard at this grade level.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<b>Grades 11-12 Reading Standards for Literacy in the Content Areas: History/Social Studies</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	No change
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	No change
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matter uncertain.	No change



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4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Determine the meaning of <b>general academic and domain-specific</b> words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	No change
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	No change
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	No change
8. Evaluate the author's premises, claims, and evidence by corroborating or challenging them with other information.	No change
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	No change
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	<b>Independently and proficiently</b> read and comprehend history/social studies texts <b>exhibiting complexity appropriate for the grade/course</b> .

<b>Grades 11-12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	No change
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	No change



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3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	No change
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .	Determine the meaning of <b>general academic vocabulary as well as symbols, notation</b> , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	No change
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	No change
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	No change
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	No change
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	No change
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.	<b>Independently and proficiently</b> read and comprehend science/technical texts <b>exhibiting complexity appropriate for the grade/course</b> .

<b>Grades 11-12 Writing Standards for Literacy in <del>the Content Areas History/Social Studies, Science &amp; Technical</del> Subjects</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Write arguments focused on <i>discipline-specific content</i> .	Write arguments focused on <i>discipline-specific content</i> .



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<ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a <b>formal style and objective tone style appropriate to audience and purpose (e.g., formal for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> <li>f. <b>formal style and objective tone style appropriate to audience and purpose (e.g., formal for academic writing)</b></li> </ul>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other</li> </ul>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include <b>formatting text features</b> (e.g., headings), graphics (e.g.,</li> </ul>



<p>information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p>figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas <del>and</del> concepts, <del>or procedures</del>.</li> <li>d. Use precise language and domain-specific vocabulary and techniques <del>such as metaphor, simile, and analogy</del> to manage the complexity of the topic; convey a knowledgeable stance in a style that <del>responds to</del> reflects the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a <del>formal style and objective tone</del> <del>formal style and objective tone</del> style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
3. (See note; not applicable as a separate requirement)	No change
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	No change
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.	No change

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.	Use technology, including the <del>Internet</del> current Web-based communication platforms, to produce, and publish writing and present the relationships between information and ideas clearly and efficiently.
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.	No change
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 a specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	When conducting research, 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 a specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11-12 Reading standard 1 for more on the use of textual evidence.)
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No change

<b>Grades 11-12 Speaking and Listening Standards in the Content Areas</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. (No standard at this grade level.)	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>discipline-specific topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.



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	<ul style="list-style-type: none"> <li>a. Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (Grades 11-12 Reading standard 1 for more on the use of textual evidence.)</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
2. (No standard at this grade level.)	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. (No standard at this grade level.)	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

4. (No standard at this grade level.)	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, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. .
5. (No standard at this grade level.)	Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
6. (No standard at this grade level.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## K-12 College and Career Readiness Anchor Standards

<b>College and Career Readiness Anchor Standard for Reading</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	No change
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	No change



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3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	No change
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	No change
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text ( <del>e.g., a section, chapter, scene, or stanza</del> ) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.	No change
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	No change
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	No change
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	No change
10. Read and comprehend complex literary and informational texts independently and proficiently.	<b>Independently and proficiently</b> read and comprehend complex literary and informational texts.

<b>College and Career Readiness Standards for Writing</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	No change
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	No change



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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop <del>real or imagined</del> experiences or events using effective <del>literary</del> techniques, well-chosen details, and well-structured <del>event</del> sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	No change
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	No change
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology <del>including the Internet</del> to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	No change
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<del>When conducting research</del> , gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, <del>interpretation</del> , reflection, and research.
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.	No change

<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
Common Core State Standard	Rhode Island Core Standards



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1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	No change
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	No change
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	No change
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present information, findings, and supporting evidence such that: <ul style="list-style-type: none"> <li>• Listeners can follow the line of reasoning.</li> <li>• The organization, development, <b>vocabulary</b>, and style are appropriate to task, purpose, and audience.</li> </ul>
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	No change
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	No change

<b>College and Career Readiness Anchor Standards for Language</b>	
<b>Common Core State Standard</b>	<b>Rhode Island Core Standards</b>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No change
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.	No change



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4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	No change
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	No change
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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 <del>when encountering an unknown term important to comprehension or expression.</del>