

# RICAS ELA ASSESSMENT TABLES

Alignment of the CCSS standards and the RICAS ELA assessment (K-8)

## Kindergarten Reading Standards for Literature

Common Core State Standard	2017 RICAS
1. With prompting and support, ask and answer questions about key details in a text.	
2. With prompting and support, retell familiar stories, including key details.	
3. With prompting and support, identify characters, settings, and major events in a story.	
4. Ask and answer questions about unknown words in a text.	Ask and answer questions about unknown words in a text. (See kindergarten Language standards 4–6 on applying knowledge of vocabulary to reading.)
5. Recognize common types of texts (e.g., storybooks, poems).	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book 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).	
8. (Not applicable to literature)	(Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
10. Actively engage in group reading activities with purpose and understanding.	

## Kindergarten Standards for Reading Informational Texts

Common Core State Standard	2017 RICAS
1. With prompting and support, ask and answer questions about key details in a text.	No changes to any RI standards
2. With prompting and support, identify the main topic and retell key details of a text.	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
4. With prompting and support, ask and answer questions about unknown words in a text.	
5. Identify the front cover, back cover, and title page of a book.	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
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).	
8. With prompting and support, identify the reasons an author gives to support points in a text.	
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).	
10. Actively engage in group reading activities with purpose and understanding.	

## Kindergarten Writing Standards

Common Core State Standard	2017 RICAS
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> ).	
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.	
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.	
4. (Begins in grade 3)	(Begins in grade 1)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. a. (Begins in grade 3) 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.	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)	
10. (Begins in grade 3)	Write or dictate writing routinely for a range of tasks, purposes, and audiences.

## Kindergarten Language Standards

Common Core State Standard	2017 RICAS
<p><b>1.</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. 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>a. <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. <b>Form questions that seek additional information, rather than a simple yes/no answer.</b></li> </ol> <p><i>Word Usage</i></p> <ol style="list-style-type: none"> <li>c. <b>Form regular plural nouns orally by adding /s/ or /es/.</b></li> </ol>
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</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>a. <b>Print upper- and lowercase letters.</b></li> <li>b. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>c. Recognize and name end punctuation.</li> <li>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>f. <b>Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).</b></li> </ol>
<p><b>3.</b> (Begins in grade 2)</p>	
<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ol style="list-style-type: none"> <li>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>).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</li> </ol>	<p>b. [Deleted at K level]</p>
<p><b>5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> </ol>	

<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>	
<p><b>6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Use words and phrases acquired through conversations, <b>activities in the kindergarten curriculum</b>, reading and being read to, and responding to texts.</p>

### Kindergarten Reading Standards for Foundational Skills

Please note: This is the only change in the foundational skills.

Common Core State Standard	2017 RICAS
<p><b>4.</b> Read emergent-reader texts with purpose and understanding.</p>	<p>Read <b>early</b>-emergent-reader texts with purpose and understanding.</p>

## Grade 1 Reading Standards for Literature

Common Core State Standard	2017 RICAS
1. Ask and answer questions about key details in a text.	
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
3. Describe characters, settings, and major events in a story, using key details.	
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.	
7. Use illustrations and details in a story to describe its characters, setting, or events.	
8. (Not applicable to literature)	(Not applicable. For expectations regarding central messages or lessons in stories, see RL.2.)
9. Compare and contrast the adventures and experiences of characters in stories.	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

## Grade 1 Reading Standards for Informational Texts

Common Core State Standard	2017 RICAS
1. Ask and answer questions about key details in a text.	
2. Identify the main topic and retell key details of a text.	
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
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.	
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
7. Use the illustrations and details in a text to describe its key ideas.	
8. Identify the reasons an author gives to support points in a text.	
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
10. With prompting and support, read informational texts appropriately complex for grade 1.	With prompting and support, read <b>and comprehend</b> informational texts <b>exhibiting complexity appropriate for at least grade 1.</b>

## Grade 1 Writing Standards

Common Core State Standard	2017 RICAS
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
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.	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.  a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).
4. (Begins in grade 3)	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.)
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.	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.  a. (Begins in grade 3) b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 1).
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
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).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)	
10. (Begins in grade 3)	Write routinely for a range of tasks, purposes, and audiences.

## Grade 1 Language Standards

Common Core State Standard	2017 RICAS
<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 to 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> <li>g. <b>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.</b></li> </ul>
<p><b>3.</b> (Begins in grade 2)</p>	
<p><b>4.</b> 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.</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. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</li> </ul>	
<p><b>5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>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).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ul>	
<p><b>6.</b> 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>).</p>	<p>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.)</p>

## Grade 2 Reading Standards for Literature

Common Core State Standard	2017 RICAS
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.	
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Retell 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.	
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.	
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Explain what dialogue is and how it can reveal characters' thoughts and perspectives.
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
8. (Not applicable to literature)	(Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
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	2017 RICAS
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.	
2. Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	
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, <b>mathematical ideas or concepts</b> , 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> .	
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.	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
8. Describe how reasons support specific points the author makes in a text.	
9. Compare and contrast the most important points presented by two texts on the same topic.	
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.	<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> .

## Grade 2 Writing Standards

Common Core State Standard	2017 RICAS
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
3. Write 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 set of events <b>or experiences</b> ; include details <b>and dialogue</b> to show actions, thoughts, and feelings; use temporal words to signal <del>event</del> order <b>where appropriate</b> ; and provide a sense of closure.  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.)
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. a. (Begins in grade 3) b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 2).
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
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).	
8. Recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)	
10. (Begins in grade 3)	<b>Write routinely for a range of tasks, purposes, and audiences.</b>

## Grade 2 Language Standards

Common Core State Standard	2017 RICAS
<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><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 holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</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 upper- and lowercase letters legibly and fluently.</b></li> <li>b. Capitalize holidays, product names, and geographic names.</li> <li>c. Use commas in greetings and closings of letters.</li> <li>d. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>e. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>g. <b>Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in 1 + 3 = 4, 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”).</b></li> </ul>
<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. Compare formal and informal uses of English.</li> </ul>	

<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, 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, additional</i>).</li> <li>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>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</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, 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, additional</i>).</li> <li>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>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>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>Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., <i>\$, €</i>).</li> </ol>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>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> </ol>	
<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, activities in the grade 2 curriculum, 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>

## Grade 3 Reading Standards for Literature

Common Core State Standard	2017 RICAS
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
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.	Retell 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 a text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
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 figurative 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.	Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.	
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).	
8. (Not applicable to literature)	(Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)
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).	
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.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.

## Grade 3 Reading Standards for Informational Texts

Common Core State Standard	2017 RICAS
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	
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> .	
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
6. Distinguish their own point of view from that of the author of a text.	
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).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	
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> .

## Grade 3 Writing Standards

Common Core State Standard	2017 RICAS
<p><b>1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul>	<p>Write opinion pieces on topics or texts, supporting <b>an opinion</b> with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul>
<p><b>2.</b> 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 and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>	
<p><b>3.</b> 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. 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>	<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. 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. Use <b>figurative language</b> to suggest images. (See grade 3 Reading Literature standard 4.)</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. 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.</li> </ul>

<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><del>With guidance and support from adults</del> 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.)</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 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. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 3).</li> <li>b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 3).</li> </ul>
<p>6. 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>7. Conduct short research projects that build knowledge about a topic.</p>	
<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.</p>	
<p>9. (Begins in grade 4)</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>	

## Grade 3 Language Standards

Common Core State Standard	2017 RICAS
<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. 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>; <i>I walk</i>; <i>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> <li>d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.</li> <li>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.</li> </ul> <p><i>Word Usage</i></p> <ul style="list-style-type: none"> <li>f. Use abstract nouns.</li> <li>g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.</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 appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>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>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</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>Write legibly and fluently by hand, using either printing or cursive handwriting.</b></li> <li>b. Capitalize appropriate words in titles.</li> <li>c. Use commas in addresses.</li> <li>d. Use commas and quotation marks in dialogue.</li> <li>e. Form and use possessives.</li> <li>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>).</li> <li>g. <b>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”).</b></li> <li>h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<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><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> <li>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>).</li> </ul>	
<p><b>6.</b> 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>).</p>	<p>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.)</p>

## Grade 4 Reading Standards for Literature

Common Core State Standard	2017 RICAS
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
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).	
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> ); <b>explain how figurative language (e.g., simile, metaphor) enriches a text.</b> (See grade 4 Language standards 4–6 on applying knowledge of <b>vocabulary to reading.</b> )
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., <b>paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama</b> ) 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.	
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.	
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 read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.</b>

## Grade 4 Reading Standards for Informational Texts

Common Core State Standard	2017 RICAS
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
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> .	
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.	
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
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.	
8. Explain how an author uses reasons and evidence to support particular points in a text.	
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
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> .

## Grade 4 Writing Standards

Common Core State Standard	2017 RICAS
<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 related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	<p><b>Slight change in part a. the rest of the standard remains the same</b></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 related ideas are grouped <b>in paragraphs and sections</b> to support the writer’s purpose.</li> </ul>
<p>2. 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 and group related information in paragraphs and sections; 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 categories of information using words and phrases (e.g., <i>another, for example, also, because</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><b>Slight change in part a. the rest of the standard remains the same</b></p> <ul style="list-style-type: none"> <li>a. 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> </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 dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases 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</b> techniques, 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, narrator, and/or characters</b>; organize an <b>appropriate narrative sequence</b>.</li> <li>b. Use dialogue and description to develop experiences <b>or</b> events or show <b>the responses of characters</b> to situations.</li> <li>c. Use a variety of transitional words and phrases to manage <b>the sequence of events</b>.</li> <li>d. 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>e. Provide a <b>sense of closure appropriate to</b> the narrated experiences or events.</li> <li>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.)</li> </ul>

<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.)</p>	
<p>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.)</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. 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>
<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 one page in a single sitting.</p>	<p><del>With some guidance and support from adults</del> 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 one page in a single sitting</p>
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	
<p>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.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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].”).</li> <li>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”).</li> </ul>	<p>Draw evidence from literary or informational texts to support <b>written</b> analysis, reflection, and research, <b>applying one or more grade 4 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>	

## Grade 4 Language Standards

Common Core State Standard	2017 RICAS
<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 relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>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>).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</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> (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> <ul style="list-style-type: none"> <li>a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.</li> <li>b. Correctly use frequently confused words (e.g., <i>their/there</i>).</li> <li>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, choosing among helping verbs depending on the overall meaning of the sentence.</li> <li>d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.</li> <li>e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.</li> </ul> <p><i>Word Usage</i></p> <ul style="list-style-type: none"> <li>f. Form and use progressive verb tenses.</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. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</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>Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.</b></li> <li>b. Use correct capitalization.</li> <li>c. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>d. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<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 to convey ideas precisely.*</li> <li>b. Choose punctuation for effect.*</li> <li>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).</li> </ul>	

<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> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>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>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> </ol>	<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> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>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>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>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>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> </ol>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <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 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.)</p>

## Grade 5 Reading Standards for Literature

Common Core State Standard	2017 RICAS
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 paraphrasing.)
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.	
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).	
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.	
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).	
8. (Not applicable to literature)	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
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</b> read and comprehend <b>literary texts</b> representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.

## Grade 5 Reading Standards for Informational Texts

Common Core State Standard	2017 RICAS
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
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 a 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> .	
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.	
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) to present information in a text.
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.	
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).	
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
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> .

## Grade 5 Writing Standards

Common Core State Standard	2017 RICAS
<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 ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>Slight change in part a. the rest of the standard remains the same</b></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>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Slight change in part a. the rest of the standard remains the same</b></p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically <b>in paragraphs and sections</b>; include <b>text features</b> (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<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> <p>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>.</p> <p>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.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage <b>the</b> sequence <b>of events</b>.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences <b>or</b> events precisely.</p> <p>e. Provide a <b>sense of closure appropriate</b> to the narrated experiences or events.</p> <p>f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse 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>

<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.)</p>	
<p>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>	<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>
<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>	<p><del>With some guidance and support from adults</del> 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 two pages in a single sitting.</p>
<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	
<p>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.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <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>Draw evidence from literary or informational texts to support <b>written</b> analysis, reflection, and research, <b>applying one or more grade 5 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>	

## Grade 5 Language Standards

Common Core State Standard	2017 RICAS
<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>; <i>I have walked</i>; <i>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., <i>either/or</i>, <i>neither/nor</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. (See grade 5 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 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. <b>Form and use perfect verb tenses.</b></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>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. 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. <b>Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.</b></p> <p>b. Use punctuation to separate items in a series</p> <p>c. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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>).</p> <p>e. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>f. Spell grade-appropriate words correctly, consulting references as needed.</p>
<p><b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</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 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, including abbreviations derived from words or phrases in other languages (e.g., <i>lb.</i>, <i>oz.</i>, <i>etc.</i>).</li> <li>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).</li> </ul>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	
<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>

## Grade 6 Reading Standards for Literature

Common Core State Standard	2017 RICAS
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</b> . (See <b>grade 6 Writing standard 8</b> for more on quoting and paraphrasing.)
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.	
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)</b> . (See grade 6 Language standards 4–6 on applying knowledge of vocabulary to reading.)
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.	
6. Explain how an author develops the point of view of the narrator or speaker in a text.	
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 listening to or viewing 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.	
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 Texts

Common Core State Standard	2017 RICAS
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
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).	
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.)
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.	
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.	
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).	
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	2017 RICAS
<p><b>1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <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> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<p>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.</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 appropriate to audience and purpose (e.g., formal for academic writing).</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>
<p><b>2.</b> 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; 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 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 the information or explanation presented.</li> </ul>	<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> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (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 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 style appropriate to audience and purpose (e.g., formal for academic writing).</li> <li>f. Provide a concluding statement or section that follows from 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> <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 sensory language, 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>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><b>9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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”).</li> <li>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”).</li> </ul>	<p>Draw evidence from literary or informational texts to support <b>written</b> analysis, <b>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><b>10.</b> 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>	

## Grade 6 Language Standards

Common Core State Standard	2017 RICAS
<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. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>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><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. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li>b. Spell correctly.</li> </ul>	<p><b>Slight change in part b. the rest of the standard remains the same</b></p> <ul style="list-style-type: none"> <li>b. Spell correctly, <b>recognizing that some words have commonly accepted variations (e.g., donut/ doughnut).</b></li> </ul>
<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. Vary sentence patterns for meaning, reader/listener interest, and style.*</li> <li>b. Maintain consistency in style and tone.*</li> </ul>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. <b>Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</b></li> <li>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></li> </ul>
<p><b>4.</b> 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</i>, <i>auditory</i>, <i>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>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</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ul>	
<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.</b> (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.)</p>

## Grade 7 Reading Standards for Literature

Common Core State Standard	2017 RICAS
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what a text <b>states</b> explicitly as well as inferences drawn from the text, <b>quoting or paraphrasing as appropriate.</b> (See grade 7 Writing standard 8 for more on quoting and paraphrasing.)
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.	
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Describe how particular elements of a story, <b>poem</b> , or drama interact (e.g., how setting shapes the characters or plot).
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.	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.</b> (See grade 7 Language standards 4–6 on applying knowledge of vocabulary to reading.)
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 or style (e.g., the effect of repetition in an epic, a flashback in a novel, or a <b>soliloquy in a drama</b> ).
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
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.	
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>

## Grade 7 Reading Standards for Informational Texts

Common Core State Standard	2017 RICAS
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
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 a <b>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).	
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.	
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.	
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.	
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.	
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	2017 RICAS
<p><b>1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <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>	<p>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</p> <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><b>2.</b> 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., 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> <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> <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>
<p><b>3.</b> 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> </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 <del>event</del> 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> </ul>

<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>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></p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<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>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 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> <p>a. <b>Demonstrate command of Standard English conventions (as described in Language standards 1–3 up to and including grade 7).</b></p> <p>b. <b>Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grade 7).</b></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 <b>current Web-based communication platforms</b>, 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 <b>as well as more sustained</b> 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><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 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 <b>written</b> analysis, <b>interpretation</b>, reflection, and research, <b>applying one or more grade 7 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>	

## Grade 7 Language Standards

Common Core State Standard	2017 RICAS
<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. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</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 7 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</p> <p><i>Sentence Structure, Variety, and Meaning</i></p> <ul style="list-style-type: none"> <li>a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.</li> <li>b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.</li> <li>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.</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. 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>b. Spell correctly.</li> </ul>	<p><b>Slight change in part b. the rest of the standard remains the same</b></p> <ul style="list-style-type: none"> <li>b. Spell correctly, <b>recognizing that some words have commonly accepted variations</b> (e.g., donut/doughnut).</li> </ul>
<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 language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li> </ul>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. <b>Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</b></li> <li>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></li> </ul>
<p><b>4.</b> 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> <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>belligerent, bellicose, rebel</i>).</li> <li>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.</li> </ul>	

<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>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>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.</b> (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.)</p>

## Grade 8 Reading Standards for Literature

Common Core State Standard	2017 RICAS
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.	Cite the textual evidence that most strongly supports <del>an</del> analysis of what <del>a</del> text <b>states</b> explicitly as well as inferences drawn from the text, <b>quoting or paraphrasing as appropriate</b> . (See grade 8 Writing standard 8 for more on quoting and paraphrasing.)
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.	
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 <del>or reader</del> (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.	
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 perspectives and exhibiting complexity appropriate for at least grade 8</b> .

## Grade 8 Reading Standards for Informational Texts

Common Core State Standard	2017 RICAS
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.	
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).	
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.	
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.	
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.	
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.	
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.	
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	2017 RICAS
<p><b>1.</b> 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 (e.g., essays, letters to the editor, advocacy speeches) 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 in paragraphs and sections.</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 style appropriate to audience and purpose (e.g., formal for academic writing).</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p><b>2.</b> 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 into broader categories; 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.</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., 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> <ul style="list-style-type: none"> <li>a. 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>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 style appropriate to audience and purpose (e.g., formal for academic writing).</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><b>3.</b> 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, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. 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> </ul>	<p>Write narratives to develop <del>real or imagined</del> experiences or events using effective literary techniques, relevant descriptive details, and well-structured <del>event</del> 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 appropriate narrative sequence.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. 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> </ul>

<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>d. 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.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<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>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> <p>a. <b>Demonstrate command of Standard English conventions (as described in Language standards 1–3 up to and including grade 8).</b></p> <p>b. <b>Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grade 8).</b></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</b> analysis, <b>interpretation</b>, reflection, and research, <b>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>	

## Grade 8 Language Standards

Common Core State Standard	2017 RICAS
<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. 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><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. 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><b>Slight change in part c. the rest of the standard remains the same</b></p> <ul style="list-style-type: none"> <li>c. Spell correctly, <b>recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</b></li> </ul>
<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. 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).</li> </ul>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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><b>4.</b> 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> <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>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>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.</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>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. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>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>).</li> </ul>	
<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.</b> (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.)</p>

## Grades 6-8 Reading Standards for Literacy in History/Social Studies

Common Core State Standard	2017 RICAS
1. Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, <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 information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
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).	
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, casually).	
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).	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
8. Distinguish among fact, opinion, and reasoned judgment in a text.	
9. Analyze the relationship between a primary and secondary source on the same topic.	
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>

## Grades 6-8 Reading Standards for Literacy in Science & Technical Subjects

Common Core State Standard	2017 RICAS
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.	
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	
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 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.	
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	
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).	
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
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.	
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 <b>science/technical texts</b> exhibiting complexity appropriate for the grade/course.

## Grades 6–8 Writing Standards for Literacy in History/Social Studies, Science & Technical Subjects

Common Core State Standard	2017 RICAS
<p><b>1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. 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>.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.</p> <p>d. Establish and maintain a <b>style appropriate to audience and purpose (e.g., formal for academic writing)</b>.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and 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 and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, <b>or procedures</b>.</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 and supports the information or explanation presented.</p>
<p><b>3.</b> (See note; not applicable as a separate requirement)</p>	
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p><b>5.</b> 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.</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, focusing on how well purpose and audience have been addressed.</p>

<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</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 clearly and efficiently.</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 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 6–8 Reading standard 1 for more on the use of textual evidence.)</b></p>
<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.</p>	