RHODE ISLAND CORE STANDARDS FOR ENGLISH LANGUAGE ARTS/LITERACY

March 2021

Rhode Island Department of Education, 2021
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Standards for English Language Arts & Literacy in History/Social Studies, Science, Mathematics, and Technical Subjects
K through Grade 5

ANCHOR STANDARDS

Reading

Writing

Speaking and Listening

Language

STANDARDS BY GRADE LEVEL

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

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College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.

By reading texts in history/social studies, science, mathematics, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can gain this foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Key Ideas and Details

1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[4]
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend complex literary and informational texts.[5]

[4] Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

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College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[5] Measuring text complexity involves a qualitative evaluation of the text, a quantitative evaluation of the text, and matching reader to text and task. See Appendix A of the Common Core State Standards

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College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that:
   - Listeners can follow the line of reasoning.
   - The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

Note on range and content of student language use

To build a foundation for college and career readiness, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language Standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Kindergarten Reading Standards

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergarten Reading Standards for Literature [RL]

Key Ideas and Details

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.

   For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, **Anansi the Spider*****, students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)***
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. 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 and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

   For example, students read with their teacher two texts about foods that are made, eaten, and enjoyed all around the world: pancakes. The two texts are Tomie DePaola's book **Pancakes for Breakfast** ***and Christina Rossetti's poem "Mix a Pancake." After discussing the two texts, students explain how they knew from the structure of each work that the first text was a story and the second a poem. (RL.K.5, SL.K.1)***
6. 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.

Integration of Knowledge and Ideas

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.)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Reading Standards for Informational Text [RI]

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
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.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Identify the front cover, back cover, and title page of a book.

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6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.

Integration of Knowledge and Ideas

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).
   For example, students study the life cycles of plants and animals. Read-alouds from books such as* One Bean *by Anne Rockwell*, From Seed to Plant *by Gail Gibbons, and* A Tree is a Plant *by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)
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, procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Reading Standards for Foundational Skills [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. A research- and evidence-based scope and sequence for phonological and phonics development and the complete range of foundational skills are not ends in and of themselves. They are necessary and important components of an effective, comprehensive reading curriculum designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: as students become skilled readers, they will need much less practice with these concepts. Struggling readers may need more or different kinds of practice. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
   - **a.** Follow words from left to right, top to bottom, and page by page.
   - **b.** Recognize that spoken words are represented in written language by specific sequences of letters.
   - **c.** Understand that words are separated by spaces in print.
   - **d.** Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   - **a.** Recognize and produce rhyming words.
   - **b.** Count, pronounce, blend, and segment syllables in spoken words.
   - **c.** Blend and segment onsets and rimes of single-syllable spoken words.
   - **d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[6] (This does not include CVCs ending with /l/, /r/, or /x/.)

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Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
    b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
    c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*,*does*).
    d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read early-emergent-reader texts with purpose and understanding.

Kindergarten Writing Standards [W]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collections of annotated student writing samples in Appendix C of the *Common Core State Standards*.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

1. Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
   How do you play football? A student explains it all in this illustrated how-to book created during a unit on informational writing. See "How to Play Football," a kindergarten writing sample, Writing Standards in Action. (W.K.2, L.K.1, L.K.2)

[6] Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

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3. Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.
    a. For poems, use rhyming words to create structure. (See kindergarten Reading Foundational Skills Standard 2a.)

A kindergartner tells the story, in pictures and words, of everything that happened on a night at an aunt's house. See "Auntie and Me," a kindergarten personal narrative writing sample, Writing Standards in Action. (W.K.2, W.K.3, W.K.5, L.K.1, L.K.2, L.K.5, L.K.6)

Production and Distribution of Writing

4. (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.
    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 collaboration with peers.

Research to Build and Present Knowledge

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.)

Range of Writing

10. Write or dictate writing routinely for a range of tasks, purposes, and audiences.

Kindergarten Speaking and Listening Standards [SL]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
    b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

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For example, pairs of students make audio recordings of poems in which each child speaks alternate lines or verses. They listen to the recordings and decide whether both voices are clear, sufficiently loud, and easy to understand.

Kindergarten Language Standards [L]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. *For example, though sentence fragments may receive the most attention in grade 4, more nuanced discussions of the topic should develop throughout the later grades as students continue to analyze speakers' and authors' sentence structure, vary syntax for effect in their own speaking and writing, and more.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

- **a.** 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.** Form questions that seek additional information, rather than a simple *yes/no* answer.

Word Usage

- **c.** Form regular plural nouns orally by adding /*s*/ or /*es*/.

For example, students make an illustrated list of plural nouns that end just in "s"—cats, boats, car—and those that need "es"—classes, bushes, boxes. (W.K.10, L.K.1)

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **a.** Print upper- and lowercase letters.
- **b.** Capitalize the first word in a sentence and the pronoun I.
- **c.** Recognize and name end punctuation.
- **d.** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- **e.** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- **f.** Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).

Knowledge of Language

3. (Begins in grade 2.)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- **a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- **a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- **b.** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- **c.** Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- **d.** Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

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

For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book Ten Little Monkeys Jumping on the Bed, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: "Eight little monkeys jumping on the bed, one fell offand then
there were…." Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers.

Connections to the Standards for Mathematical Practice

6. Attend to precision
See the Rhode Island Mathematics Standards.

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Grade 1 Reading Standards

Grade 1 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

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.

Craft and Structure

4. 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. Identify characteristics of common types of stories, including folktales and fairy tales.

   For example, in a study of folktales as a genre, students listen to and read along with the teacher the traditional poem, "The Fox's Foray," noting the repetition, rhythm, and rhyme. After performing a choral reading of another version of the poem, "The Fox Went Out One Chilly Night," they read more traditional tales featuring foxes and write opinion pieces about the character of the fox in the tales they have read. (RL.1.5, RL.1.9, W.1.1, L.1.6)
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (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.

   For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)

Range of Reading and Level of Text Complexity

10. 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. (See Appendix A & Appendix A New Research.)

Grade 1 Reading Standards for Informational Text [RI]

Key Ideas and Details

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.

   Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are* Elizabeth Leads the Way *(about Elizabeth Cady Stanton) by Margot Theis Raven,* Side by Side: the Story of Dolores Huerta and Cesar Chavez *by Monica Brown,* Jackie Robinson *by Wil Mara, and* Ruby Bridges *by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

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Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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.

Integration of Knowledge and Ideas

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).

Range of Reading and Level of Text Complexity

10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See Appendix A & Appendix A New Research.)

Grade 1 Reading Standards for Foundational Skills [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. A research- and evidence-based scope and sequence for phonological and phonics development and the complete range of foundational skills are not ends in and of themselves. They are necessary and important components of an effective, comprehensive reading curriculum designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: as students become skilled readers, they will need much less practice with these concepts. Struggling readers may need more or different kinds of practice. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
    - **a.** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - **a.** Distinguish long from short vowel sounds in spoken single-syllable words.
    - **b.** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
    - **c.** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
    - **d.** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
    - **a.** Know the spelling-sound correspondences for common consonant digraphs.
    - **b.** Decode regularly spelled one-syllable words.
    - **c.** Know final -e and common vowel team conventions for representing long vowel sounds.
    - **d.** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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e. Decode two-syllable words following basic patterns by breaking the words into syllables.
f. Read words with inflectional endings.
g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 Writing Standards [W]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collections of annotated student writing samples in Appendix C of the *Common Core State Standards*.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

1. Write opinion pieces that 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.

   "Legos are great toys," writes a first grader, "Keep reading and find out why." With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See "Legos," an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See "Panara Bread," a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5) ***Writing Standards in Action***

   In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

   Connections to the Standards for Mathematical Practice

   2. *Reason abstractly and quantitatively.*

   3. *Construct viable arguments and respond to the reasoning of others.*

   See Rhode Island Mathematics Standards.

2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

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A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in "Weather in the Polar Region," an informational essay, Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, 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).

Production and Distribution of Writing

4. 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.
    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.

Research to Build and Present Knowledge

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.

    For example, in science, students explore sources of light and how light is important. They investigate how shadows are made and look at reflections using mirrors to redirect a light beam. They write and perform skits to explain what they have learned about the interaction of light and materials. (W.1.2, W.1.8, Science Standards)
9. (Begins in grade 4.)

Range of Writing

10. Write routinely for a range of tasks, purposes, and audiences.

Grade 1 Speaking and Listening Standards [SL]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    c. Ask questions to clear up any confusion about the topics and texts under discussion.

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For example, students explore the theme, "A true friend helps us when we are in trouble" in poems, pictures, and stories and discuss the examples in small groups, where they practice listening and building on one another's ideas. (RL.1.2, SL.1.1)

Connections to the Standards for Mathematical Practice

2. *Reason abstractly and quantitatively.*

3. *Construct viable arguments and respond to the reasoning of others.*

See the Rhode Island Mathematics Standards.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language Standards 4–6 for specific expectations regarding vocabulary.)
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

Grade 1 Language Standards [L]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. *For example, though sentence fragments may receive the most attention in grade 4, more nuanced discussions of the topic should develop throughout the later grades as students continue to analyze speakers' and authors' sentence structure, vary syntax for effect in their own speaking and writing, and more.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

   Sentence Structure and Meaning

   a. Produce and expand simple and compound sentences.
   b. Demonstrate understanding that a question is a type of sentence.
   c. Use singular and plural nouns with matching verbs in sentences.
   d. Use verbs in sentences to convey a sense of past, present, and future.

   Word Usage

   e. Use common, proper, and possessive nouns.
   f. Use personal, possessive, and indefinite pronouns.
   g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Print legibly all upper- and lowercase letters.
   b. Use end punctuation for sentences.
   c. Capitalize the names of months and people.
   d. Use commas in dates and to separate individual words in a series.
   e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.

Knowledge of Language

3. (Begins in grade 2.)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
   - **a.** Use sentence-level context as a clue to the meaning of a word or phrase.
   - **b.** Use frequently occurring affixes as a clue to the meaning of a word.
   - **c.** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   - **a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   - **b.** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
   - **c.** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
   - **d.** Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

6. 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., *because*) 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.)

For example, building on their knowledge of literary terms from kindergarten, students explain to their families that a fairy tale is a kind of story with special characters. When they go to the public library, they select books that are fairy tales, folktales, realistic stories, or informational books and show their families how they can tell who is the author or illustrator of a book. (RL.1.5, SL.1.4, L.1.6)

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See Rhode Island Mathematics Standards.

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Grade 2 Reading Standards

Grade 2 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2. 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.

Craft and Structure

4. 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.)

   For example, students learn the traditional nursery rhyme "As I was going to St. Ives" and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Explain what dialogue is and how it can reveal characters' thoughts and perspectives.

Integration of Knowledge and Ideas

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. 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.

Range of Reading and Level of Text Complexity

10. 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. (See Appendix A & Appendix A New Research.)

Grade 2 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph 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, mathematical ideas or concepts, or steps in technical procedures in a text.

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For example, as they are learning to subtract numbers within 1,000 in math, students read* Shark Swimathon *by Stuart Murphy and use mathematical reasoning to keep track of how many laps the shark swim team members swim each in order to predict whether or not the sharks will make their goal.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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.

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

   For example, in a social studies unit on understanding the information in different types of maps and how to use a world atlas, students compare the physical geography of North America and Africa. They interpret maps and read how geography influenced the life of a Kenyan woman who used her knowledge to restore fertility to the land. Among the books they read at different levels of complexity are* Wangari's Trees of Peace: A True Story from Africa *by Jeanette Winter,* Seeds of Change: Wangari's Gift to the World *by Jen Cullerton Johnson, and* Planting the Trees of Kenya, the Story of Wangari Maathai *by Claire Nivola. (RI.2.1, RI.2.7, SL.2.1)
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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)

Grade 2 Reading Standards for Foundational Skills [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. A research- and evidence-based scope and sequence for phonological and phonics development and the complete range of foundational skills are not ends in and of themselves. They are necessary and important components of an effective, comprehensive reading curriculum designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: as students become skilled readers, they will need much less practice with these concepts. Struggling readers may need more or different kinds of practice. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: RF.1 and RF.2, on print concepts and phonological awareness, apply only to kindergarten, and grade 1.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   - **a.** Distinguish long and short vowels when reading regularly spelled one-syllable words.
   - **b.** Know spelling-sound correspondences for additional common vowel teams.
   - **c.** Decode regularly spelled two-syllable words with long vowels.
   - **d.** Decode words with common prefixes and suffixes.

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e. Identify words with inconsistent but common spelling-sound correspondences.
f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 Writing Standards [W]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collections of annotated student writing samples in Appendix C of the *Common Core State Standards*.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.
Connections to the Standards for Mathematical Practice
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and respond to the reasoning of others.*
See Rhode Island Mathematics Standards.
For example, students keep a math journal in which they record proposed solutions to word problems in addition and subtraction. They use drawings, written equations, and written sentences to argue why 8 is the correct answer to a problem such as "If there are 15 cupcakes in the table and 7 are eaten, how many remain?"
2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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Second graders research grey wolves and write and illustrate informational reports. See two different reports from this project, "All about the Grey Wolf: the Pack Family" and "All about the Grey Wolf: Howl in the Night." Writing Standards in Action (W.2.2, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3)

3. Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.
    a. 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.)

In "Goodbye to Winter Clothes," a second grader captures the turning point from New England's winter to spring.
"Good bye to winter clothes
Peace out winter
Adios to slipping on ice
Hey beautiful flowers
Hola to bright birds
Hey to shiny grass"
This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)

Production and Distribution of Writing

2. 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.)

For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)

3. 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).
4. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

5. 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).

For example, students read biographies of people who have made a difference in the world. They conduct research and write new or updated biographies of subjects of their choosing. (RI.2.2, RI.2.3, W.2.2, W.2.7)

6. Recall information from experiences or gather information from provided sources to answer a question.
7. (Begins in grade 4.)

Range of Writing

8. Write routinely for a range of tasks, purposes, and audiences.

Grade 2 Speaking and Listening Standards [SL]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

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Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by linking their comments to the remarks of others.
    c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

    For example, students working in a group studying community helpers make a list of people they ***know and could interview. Building on one another's knowledge, they decide whom they wish to invite to class to discuss the work they do.***

    Connections to the Standards for Mathematical Practice
    2. *Reason abstractly and quantitatively.*
    3. *Construct viable arguments and respond to the reasoning of others.*
    See Rhode Island Mathematics Standards.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

    For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals' food. They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

    Penguins: The 80 penguins eat a total of 504 pounds of fish each week.
    Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?
    Week 1 Order:_____pounds of fish
    Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?
    Week 2 Order:_____pounds of fish

Presentation of Knowledge and Ideas

4. Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.)
Connections to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.
6. Attend to precision.
See Rhode Island Mathematics Standards.

5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 for specific expectations.)

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Grade 2 Language Standards [L]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. *For example, though sentence fragments may receive the most attention in grade 4, more nuanced discussions of the topic should develop throughout the later grades as students continue to analyze speakers' and authors' sentence structure, vary syntax for effect in their own speaking and writing, and more.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- **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.
- **b.** Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

Word Usage

- **c.** Use collective nouns and frequently occurring irregular plural nouns.
- **d.** Use reflexive pronouns.
- **e.** Form and use the past tense of frequently occurring irregular verbs.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **a.** Print upper- and lowercase letters legibly and fluently.
- **b.** Capitalize holidays, product names, and geographic names.
- **c.** Use commas in greetings and closings of letters.
- **d.** Use an apostrophe to form contractions and frequently occurring possessives.
- **e.** Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
- **f.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **g.** 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").

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

- **a.** Use sentence-level context as a clue to the meaning of a word or phrase.
- **b.** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- **c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- **d.** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- **e.** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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   f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., *a.m., p.m.*)
   g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., *$, ¢*).

5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
   b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

6. 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.)
For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as "warm and cool colors" belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards)

Connections to the Standards for Mathematical Practice
6. Attend to precision.
See Rhode Island Mathematics Standards.

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Grade 3 Reading Standards

Grade 3 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. 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.
   For example, students read versions of classic fables attributed to Aesop, discussing how the stories can be told differently, yet have the same moral. Then they read a collection of modern fables, told mostly in dialogue, by Arnold Lobel. Students practice reading the fables aloud in pairs to develop fluency and expression, and then write a script from a fable to perform. By the end of the unit, students can explain what fables are, why they have endured over thousands of years, and how they reflect human experience. (RL.3.2, RL.3.9, RF.3.4, W.3.10, L.3.6)
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. 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. 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 a text's narrator or those of its characters.

Integration of Knowledge and Ideas

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. 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).

Range of Reading and Level of Text Complexity

10. 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. (See Appendix A & Appendix A New Research.)

Grade 3 Reading Standards for Informational Text [RI]

Key Ideas and Details

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, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains

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to time, sequence, and cause/effect.

Craft and Structure

1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
2. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
   For example, students study the characteristics and text features of informational text. Then they develop a research question about a topic of interest, conduct research to locate information, and write a report that uses the text features they have studied—such as a table of contents, headings and subheadings, informative illustrations, an index, and a glossary. (RI.3.5, W.3.2, W.3.7)
3. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

4. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   6. Attend to precision.
   See Rhode Island Mathematics Standards.
5. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
6. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

7. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

Grade 3 Reading Standards for Foundational Skills [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. A research- and evidence-based scope and sequence for phonological and phonics development and the complete range of foundational skills are not ends in and of themselves. They are necessary and important components of an effective, comprehensive reading curriculum designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: as students become skilled readers, they will need much less practice with these concepts. Struggling readers may need more or different kinds of practice. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: RF.1 and RF.2, on print concepts and phonological awareness, apply only to kindergarten, and grade 1.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   - **a.** Identify and know the meaning of the most common prefixes and derivational suffixes.
   - **b.** Decode words with common Latin suffixes.
   - **c.** Decode multisyllable words.

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    d. Read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
    a. Read grade-level text with purpose and understanding.
    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 Writing Standards [W]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collections of annotated student writing samples in Appendix C of the *Common Core State Standards*.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

1. Write opinion pieces on topics or texts, supporting an opinion with reasons.
    a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
    b. Provide reasons that support the opinion.
    c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
    d. Provide a concluding statement or section.

For example, as they study the colonial period, students read and view print and digital resources on the colonists' conflicting views about separating from Britain. Sources include* Liberty! How the Revolutionary War Began *by Lucille Recht Penner, the PBS website History of US based on Joy Hakim's book series, and* Colonial Voices: Hear Them Speak*, a collection of primary sources by Kay Winter. Students choose a character from the period and write a letter from the character's point of view, giving an opinion and supporting either the revolutionary or the loyalist cause with reasons. (RI.3.6, RI.3.9, W.3.1).

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice
2. *Reason abstractly and quantitatively.*

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3. *Construct viable arguments and respond to the reasoning of others.*
See Rhode Island Mathematics Standards.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   - **a.** Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
   - **b.** Develop the topic with facts, definitions, and details.
   - **c.** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
   - **d.** Provide a concluding statement or section.

In "Visions of Helen Keller," a solid example of biographical writing, a third grader presents details that reveal the significance of Keller's accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)

3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
   - **a.** Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
   - **b.** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
   - **c.** Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)
   - **d.** Use temporal words and phrases to signal order where appropriate.
   - **e.** Provide a sense of closure.
   - **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.

With sentences of various types, precise word choice, and appropriate figures of speech, a student paints a clear picture of the narrator's spirited response to the problem posed by a pet Guinea pig's escape from its cage. See "Runaway Rachel," from Writing Standards in Action. (W.3.3, W.3.4, L.3.1, L.3.2, L.3.3)

Production and Distribution of Writing

4. 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. Develop and strengthen writing as needed by planning, revising, and editing.
   - **a.** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
   - **b.** Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

Connections to the Standards for Mathematical Practice
6. *Attend to precision.*
See Rhode Island Mathematics Standards.

6. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in grade 4.)

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

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frames (a single sitting or a day or two) for a range ofdiscipline-specific tasks, purposes, and audiences.

Grade 3 Speaking and Listening Standards [SL]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   d. Explain their own ideas and understanding in light of the discussion.

   Connections to the Standards for Mathematical Practice
   2. *Reason abstractly and quantitatively.*
   3. *Construct viable arguments and respond to the reasoning of others.*
   See Rhode Island Mathematics Standards.

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   3. Construct viable arguments and respond to the reasoning of others.
   6. Attend to precision.
   See Rhode Island Mathematics Standards.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

   For example, in a science and literacy unit, students study weather and weather-related hazards. The unit focuses on developing general academic and science-specific vocabulary using books such as Inside Weather by Mary Kay Carson, Weather Words and What They Mean by Gail Gibbons, and Extreme Weather by Michael Mogil and Barbara Levine. Students generate questions, conduct research, and analyze weather data from their own observations. They write up their findings and present them in oral reports. (W.3.7, SL.3.4, L.3.6)

   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively
   3. Construct viable arguments and respond to the reasoning of others

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6. Attend to precision
See Rhode Island Mathematics Standards.

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

Grade 3 Language Standards [L]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. *For example, though sentence fragments may receive the most attention in grade 4, more nuanced discussions of the topic should develop throughout the later grades as students continue to analyze speakers' and authors' sentence structure, vary syntax for effect in their own speaking and writing, and more.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
   Sentence Structure and Meaning
   - **a.** Produce, expand, and rearrange complete simple, compound, and complex sentences.
   - **b.** Ensure subject-verb and pronoun-antecedent agreement.[7]
   - **c.** Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.
   - **d.** Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.
   - **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.

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

[7]These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated

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Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **a.** Choose words and phrases for effect.[8]
- **b.** Recognize and observe differences between the conventions of spoken and written English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- **a.** Use sentence-level context as a clue to the meaning of a word or phrase.
- **b.** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- **c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- **d.** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **e.** Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., *N, S, E, W* on a map).
- **f.** Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

5. Demonstrate understanding of word relationships and nuances in word meanings.
- **a.** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- **b.** Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- **c.** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,[8] 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.)

For example, as third graders are introduced to fractions in math, they learn to apply general academic vocabulary (e.g., half, part, equal). They also learn domain-specific words and phrases (e.g., numerator, denominator, number line). They use both kinds of vocabulary to explain the reasoning behind their solutions to word problems.

Connections to the Standards for Mathematical Practice
6. Attend to precision.
See Rhode Island Mathematics Standards.

[31] These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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Grade 4 Reading Standards

Grade 4 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
   For example, students read Natalie Babbitt's novel* Tuck Everlasting *and select paragraphs and sentences in the novel in which the reader is given hints about the mysterious qualities of the spring water that has given eternal life to the members of the Tuck family. They pay particular attention to how Babbitt's use of metaphors and images gives richness to the text. (RL.4.1, RL.4.2, RL.4.4, L.4.5)
2. Determine a theme of a story, drama, or poem from details in the text; summarize a 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).

Craft and Structure

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., *Herculean*); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

7. Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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.

Range of Reading and Level of Text Complexity

10. 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. (See Appendix A & Appendix A New Research.)

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Grade 4 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text states 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 a text.

   For example, students read parts of* I, Columbus, a retelling of entries from Columbus's journal of 1492-93 *by Peter and Connie Roop. In pairs, they summarize important facts about Columbus's voyage, arrival, search for gold, failure to understand the treasures on the islands, and return to Spain. They use what they have learned to write reports, which they display in the library. (RI.4.2, W.4.2, W.4.4)
3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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.

Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

   Connections to the Standards for Mathematical Practice

   2. Reason abstractly and quantitatively.

   6. Attend to precision.

   See Rhode Island Mathematics Standards.

   For example, as they are learning about fractions in math, students view an episode of the PBS math series Cyberchase. Characters in the episode must use their knowledge of equivalent fractions to sort through crystals to find the one that contains the most orange. After students view the video, they explain what the characters did to solve the problem, and how the visual models in the animation clarified what equivalent fractions are.
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 knowledgeably about the subject.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See Appendix A & Appendix A New Research.)

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Grade 4 Reading Standards for Foundational Skills [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. A research- and evidence-based scope and sequence for phonological and phonics development and the complete range of foundational skills are not ends in and of themselves. They are necessary and important components of an effective, comprehensive reading curriculum designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: as students become skilled readers, they will need much less practice with these concepts. Struggling readers may need more or different kinds of practice. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: RF.1 and RF.2, on print concepts and phonological awareness, apply only to kindergarten, and grade 1.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- **a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
- **a.** Read grade-level text with purpose and understanding.
- **b.** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4 Writing Standards [W]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collections of annotated student writing samples in Appendix C of the *Common Core State Standards*.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

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1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose.
    b. Provide reasons that are supported by facts and details.
    c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
    d. Provide a concluding statement or section related to the opinion presented.

Is outdoor recess a necessity for elementary school students? A writer provides a clear opinion with reasons as well as acknowledgment of counterarguments. Writing Standards in Action. (W.4.1, W.4.4, L.4.1, L.4.2, L.4.3)

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.
Connections to the Standards for Mathematical Practice
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and respond to the reasoning of others.*
See Rhode Island Mathematics Standards.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    a. Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    e. Provide a concluding statement or section related to the information or explanation presented.

A student writes a first-person newspaper article reflecting on the challenges of living with Asperger's syndrome. See "Living with Asperger's," Writing Standards in Action. (W.4.2, W.4.3, W.4.5, L.4.2, L.4.3)

3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
    a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
    b. Use dialogue and description to develop experiences or events or show responses to situations.
    c. Use a variety of transitional words and phrases to manage sequence.
    d. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
    e. Provide a sense of closure appropriate to the narrated experiences or events.
    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.)

A writer creates a vivid picture of a bowling match in "The Comeback," a personal narrative that includes just enough information on the sport for a reader unfamiliar with the terms. Writing Standards in Action. (W.4.3, W.4.2, W.4.4, W.4.5, L.4.2, L.4.3)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, and editing.
    a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).

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   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).

Connections to the Standards for Mathematical Practice
6. *Attend to precision.*
See Rhode Island Mathematics Standards.

6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
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.
9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 4 Speaking and Listening Standards [SL]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)

Connections to the Standards for Mathematical Practice
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and respond to the reasoning of others.*
See Rhode Island Mathematics Standards.

2. Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Connections to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.

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6. Attend to precision.
See Rhode Island Mathematics Standards

3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   3. Construct viable arguments and respond to the reasoning of others.
   6. Attend to precision.
   See Rhode Island Mathematics Standards.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
6. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)

Grade 4 Language Standards [L]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. *For example, though sentence fragments may receive the most attention in grade 4, more nuanced discussions of the topic should develop throughout the later grades as students continue to analyze speakers' and authors' sentence structure, vary syntax for effect in their own speaking and writing, and more.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
   Sentence Structure and Meaning
   - **a.** Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.[9]
   - **b.** Correctly use frequently confused words (e.g., *their/there*).
   - **c.** Use helping verbs, also known as auxiliaries (e.g., *can, may, might, should*), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
   - **d.** Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
   - **e.** Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

   Word Usage

   - **f.** Form and use progressive verb tenses.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   - **a.** Write legibly and fluently by hand, using either printing or cursive handwriting; write their given

[37] These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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name signature in cursive.

- **b.** Use correct capitalization.
- **c.** Use commas and quotation marks to mark direct speech and quotations from a text.
- **d.** Use a comma before a coordinating conjunction in a compound sentence.
- **e.** Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Choose words and phrases to convey ideas precisely.[10]
- **b.** Choose punctuation for effect.
- **c.** Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

- **a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- **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.
- **d.** Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., *hr., min., sec.*).
- **e.** Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., *&, #, **).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **a.** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- **b.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **c.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

For example, students collect common idioms, proverbs, and figurative phrases in English from their reading and from interviewing their family members. They research the terms and create an illustrated dictionary that explains the meaning of sentences such as:
It's raining cats and dogs.
This only happens once in a blue moon.
My dad is a couch potato.
My sister was cool as a cucumber when she gave her report.
Not all that glitters is gold.
Neither a borrower nor a lender be. (W.4.7, L.4.5)

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). (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.)

Connections to the Standards for Mathematical Practice
6. Attend to precision.

[10]These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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See Rhode Island Mathematics Standards.

Grade 5 Reading Standards

Grade 5 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Quote or paraphrase a text accurately when explaining what the text states 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 a text.

   For example, students explore the theme "Heroism demands courage and taking risks" in traditional tales such as* The Merry Adventures of Robin Hood *by Howard Pyle and modern novels such as Bud, Not Buddy by Christopher Paul Curtis.
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).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of 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 in a story, myth, poem, or drama.

Integration of Knowledge and Ideas

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. For expectations regarding themes in literary texts, see RL.2.)
9. Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. (See Appendix A & Appendix A New Research.)

Grade 5 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

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2. Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

For example, in a social studies unit, students examine the expedition of Lewis and Clark. They analyze primary and secondary sources to determine the historical importance of the journey of the Corps of Discovery, and to build understanding that there can be multiple perspectives on historical events. (RI.5.3, RI.5.6, RI.5.7)

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.

Integration of Knowledge and Ideas

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.
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   6. Attend to precision.
   See Rhode Island Mathematics Standards.
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 knowledgeably about the subject.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. (See Appendix A & Appendix A New Research.)

Grade 5 Reading Standards for Foundational Skills [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. A research- and evidence-based scope and sequence for phonological and phonics development and the complete range of foundational skills are not ends in and of themselves. They are necessary and important components of an effective, comprehensive reading curriculum designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: as students become skilled readers, they will need much less practice with these concepts. Struggling readers may need more or different kinds of practice. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: RF.1 and RF.2, on print concepts and phonological awareness, apply only to kindergarten, and grade 1.

Phonics and Word Recognition

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3. Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
    a. Read grade-level text with purpose and understanding.
    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 Writing Standards [W]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collections of annotated student writing samples in Appendix C of the *Common Core State Standards*.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
    b. Provide logically ordered reasons that are supported by facts and details.
    c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
    d. Provide a concluding statement or section related to the opinion presented.

Should a dog be allowed to run free or always be on a leash in a public park? A fifth grader considers the rewards and hazards of free-ranging dogs in "Be Careful When You Let Your Dog Off Leash," skillfully using details and personal anecdotes to support an argument. Writing Standards in Action. (W.5.1, W.5.3, W.5.4, L.5.1, L.5.2, L.5.5, L.5.6)

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

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Connections to the Standards for Mathematical Practice
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and respond to the reasoning of others.*
See Rhode Island Mathematics Standards.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   - **a.** Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
   - **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   - **c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
   - **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
   - **e.** Provide a concluding statement or section related to the information or explanation presented.

Writing Standards in Action features two fifth grade research reports designed to inform and explain. "Hot Air Balloons" explores a topic that touches upon both history and science and incorporates multiple sources (RI.5.9, W.5.2, W.5.7, W.5.8, W.5.9, L.5.2, L.5.3). "Pointe Shoes" draws upon multiple print and digital sources as well as personal experience to explain the technical aspects of how a ballet dancer's pointe shoes are made, used, and maintained (W.5.2, W.5.4, W.5.7, W.5.8, RI.5.4, RI.5.9, L.5.2, L.5.4, L.5.5, L.5.6).

3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
   - **a.** Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
   - **b.** Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
   - **c.** Use a variety of transitional words, phrases, and clauses to manage sequence.
   - **d.** Use concrete words and phrases and sensory details to convey experiences or events precisely.
   - **e.** Provide a sense of closure appropriate to the narrated experiences or events.
   - **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.)
   - **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.

The variety of forms narrative can take is shown in two examples from Writing Standards in Action. "King Da-Ka" is a fifth grader's highly personal narrative about the anticipation of waiting for a wild roller coaster ride (W.5.3, W.5.4, W.5.5, L.5.1, L.5.2, L.5.3), while "The Rose" is a poem that shows the writer's strong awareness of the conventions of descriptive verse in its depiction of the delicacy, beauty, and serenity of a blooming rose (W.5.3, W.5.4, W.5.10, L.5.2, L.5.5).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
   - **a.** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
   - **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).

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Connections to the Standards for Mathematical Practice
6. *Attend to precision.*
See Rhode Island Mathematics Standards.

6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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.
9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 5 Speaking and Listening Standards [SL]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

   Connections to the Standards for Mathematical Practice
   2. *Reason abstractly and quantitatively.*
   3. *Construct viable arguments and respond to the reasoning of others.*
   See Rhode Island Mathematics Standards.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   3. Construct viable arguments and respond to the reasoning of others
   6. Attend to precision.
   See Rhode Island Mathematics Standards.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)

Presentation of Knowledge and Skills

4. Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   3. Construct viable arguments and respond to the reasoning of others.
   6. Attend to precision.
   See Rhode Island Mathematics Standards.
5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)

Grade 5 Language Standards [L]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. For example, though sentence fragments may receive the most attention in grade 4, more nuanced discussions of the topic should develop throughout the later grades as students continue to analyze speakers' and authors' sentence structure, vary syntax for effect in their own speaking and writing, and more.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; 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.)
   Sentence Structure and Meaning
   - **a.** Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.
   - **b.** Recognize and correct inappropriate shifts in verb tense.[11]
   - **c.** Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.

   Word Usage
   - **d.** Form and use perfect verb tenses.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   - **a.** Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
   - **b.** Use punctuation to separate items in a series.[11]
   - **c.** Use a comma to separate an introductory element from the rest of the sentence.
   - **d.** Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question

[11] These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking

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from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., *Is that you, Steve?*).

e. Use underlining, quotation marks, or italics to indicate titles of works.

f. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.[12]

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

For example, students read Ernest Lawrence Thayer's poem "Casey at the Bat" and point out lines in the poem that use the informal slang of baseball and lines that use standard English. They discuss what Thayer's use of language reveals about the characters in the poem, how the language and rhythm build suspense, and how the final stanza shows the crowd's emotion as the game comes to its climax. (RL.5.5, SL.5.1, L.5.3)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

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

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., lb., oz., etc.*).

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).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (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.)

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See Rhode Island Mathematics Standards.

[45] These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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Standards for English Language Arts
Grades 6 through 12

ANCHOR STANDARDS

Reading

Writing

Speaking and Listening

Language

STANDARDS BY GRADE LEVEL

Grade 6

Grade 7

Grade 8

Grades 9–10

Grades 11–12

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College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.[13]
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance
9. Analyze how two or more texts address similar themes or topics in the approaches the authors take.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal historical documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images. Through reading texts whose intent is to persuade or change the reader, students gain experience in understanding the elements of rhetoric, the ability to evaluate intricate arguments, and the capacity to surmount the challenges posed by complex texts.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend complex literary and informational texts.[14]

[13] Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

[14] Measuring text complexity involves (1) a qualitative evaluation of the text, (2) a quantitative evaluation of the text, and (3) matching reader to text and task. See . Appendix A of the Common Core State Standards

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College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that:
   - Listeners can follow the line of reasoning.
   - The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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College and Career Readiness Anchor Standards for Language

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Convention of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

Note on range and content of student language use

To be college and career ready, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as much a matter of craft as one of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language Standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Grade 6 Reading Standards

Grade 6 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 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 a text distinct from personal opinions or judgments.
3. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

   For example, students read* Black Ships Before Troy*, Rosemary Sutcliff's retelling of Homer's* Iliad*. As they read, they keep journals in which they keep track of the plot and relationships among characters and their motivations, and they make illustrations of scenes in the epic. They discuss the characteristics of a hero in classical Greek literature and write essays about a character of their choice, arguing whether or not the character is a hero. (RL.6.1, RL.6.3, W.6.1)

Craft and Structure

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, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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.

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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.

Range of Reading and Level of Text Complexity

10. 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. (See Appendix A & Appendix A New Research.)

Grade 6 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting

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and paraphrasing.)

2. Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a 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).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) 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.

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) 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).

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See Appendix A & Appendix A New Research.)

Grade 6 Writing Standards [W]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C of the Common Core State Standards.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a

literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors

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who have written successfully across genres.

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.
    b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
    c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
    d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
    e. Provide a concluding statement or section that follows from the argument presented.

Persuasive letters offer two sixth grade writers the opportunity to express their opinions in thoughtful arguments posted on Writing Standards in Action. "Dear Mr. Sandler" makes a plea to the producer to stop showing actors enjoying smoking in films for teenagers because doing so sets a bad example (W.6.1, W.6.4, W.6.9, L.6.1, L.6.3, RI.6.1, RI.6.7, and SL.6.2). In "Dear Mr. Spinelli," another student writes to author Jerry Spinelli about the theme of triumphing over racism and homelessness in the book **Maniac Magee** ***(W.6.1, W.6.2, W.6.4, W.6.9, RL.6.1, RL.6.2, L.6.2, L.6.3, L.6.5). This letter was written as part of the "Letters about Literature" project of the Massachusetts Center for the Book and the Library of Congress.***

2. 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.
    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.
    b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    c. Use appropriate transitions to clarify the relationships among ideas and concepts.
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
    f. Provide a concluding statement or section that follows from the information or explanation presented.

After reading both historical fiction and nonfiction sources about the Salem witch trials, a student blends informational and narrative writing to present an individual character's actions and to explain the larger meaning of beliefs about guilt and innocence in seventeenth-century Salem. See the Writing Standards in Action example, "The Salem Witch Trials." (W.6.2, W.6.3, W.6.4, W.6.8, W.6.9, RI.6.1, L.6.1, L.6.2, L.6.3, L.6.5, L.6.6)

3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
    a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
    d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
    e. Provide a conclusion that follows from the narrated experiences or events.

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Two compositions on Writing Standards in Action show the versatility of narrative. In the poem "Sailing," a student describes the exhilaration and peace of being at sea on a sailboat, using sensory images to convey the magic of this personal experience. (W.6.3, W.6.4, W.6.10, L.6.3, L.6.5). "Feelings of Fall" is a prose narrative organized around a conflict that takes place between a girl and her grandfather over raking leaves in chilly November. It shows how a science lesson on the seasons gives the girl not only an awareness of nature, but also an awareness of her own feelings. (W.6.3, L.6.1, L.6.2, L.6.3)

Production and Distribution of Writing

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.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
    - **a.** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
    - **b.** Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. When conducting research, 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.
9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range ofdiscipline-specific tasks, purposes, and audiences.

Grade 6 Speaking and Listening Standards [SL]

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
    - **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

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    b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
    c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
    d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)
5. Include multimedia components and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)

Grade 6 Language Standards [L]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. For example, though conventions of pronoun usage may receive the most attention in grade 7, more nuanced discussions of pronouns should develop throughout the upper grades as students continue to analyze speakers' and authors' choices of words, work toward precision in speaking and writing, and more.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; 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.)
   Sentence Structure, Variety, and Meaning
    a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.
    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.
    c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.[15]
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.[15]
    b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

[55] These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.[16]
- **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.[16]

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

- **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.

For example, students consider the number of meanings the word "light" can have and write sentences to demonstrate how context and placement determines what words mean. Some of their sentences:
Her dress was light purple.
I'm going to light the candles.
The play was a light comedy.
The children can stay outside as long as it's light; when it gets dark, they have to come into the house.
The blanket was light as a feather.

- **b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- **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.
- **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).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **a.** Interpret figures of speech (e.g., personification) in context.
- **b.** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- **c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

[16] These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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Grade 7 Reading Standards

Grade 7 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (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 a text.
3. Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

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, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

   For example, students analyze how an author uses words and phrases to create a mood of fear in a print text and compare that to the way a film director creates a similar mood with settings and images, sounds, lighting, and camera angles.
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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.

   For example, students read Mark Twain's* The Adventures of Tom Sawyer *and selections from Twain's autobiography. They explore the conflicts and tensions in the novel, including the honesty, lies, and oaths by various characters and their consequences, and historical conflicts, such as the prejudices of mid-nineteenth-century America. Students write an essay on one of the conflicts and deliver an oral report, using evidence to support their arguments and conclusions. (RL.7.1, RL.7.9, RI.7.1, W.7.1, SL.7.4)

Range of Reading and Level of Text Complexity

10. 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. (See Appendix A & Appendix A New Research.)

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Grade 7 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
2. Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a 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).

Craft and Structure

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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
   For example, students read David Macaulay's* Cathedral: The Story of its Construction *and analyze how he uses words and images to depict the complex process of architectural design and the sequence of construction in the medieval period. In order to develop a thesis about the characteristics of Macaulay's style as a writer/illustrator, they examine a collection of his books and write an essay about his style as a writer of literary nonfiction. (RI.7.1, RI.7.4, W.7.2, W.7.9)
5. Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) 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.

Integration of Knowledge and Ideas

7. Compare and contrast a written text to an audio, video, or multimedia version, 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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See Appendix A & Appendix A New Research.)

Grade 7 Writing Standards [W]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C of the Common Core State Standards.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an

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argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
    - **a.** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
    - **b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    - **c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
    - **d.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
    - **e.** Provide a concluding statement or section that follows from and supports the argument presented.

In "Animal Rights: Give them a Voice," on Writing Standards in Action, a seventh-grade student makes the claim for the rights of animals, giving vivid examples of the conditions under which, they are raised for food and experimentation. Acknowledgment and rebuttal of the opposing claim as well as discussion of a practical compromise alternative demonstrate the writer's understanding of the complexity of the issue. (W.7.1, W.7.4, W.7.9, RI.7.1, L.7.2, L.7.3, L.7.5)

2. 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.
    - **a.** Introduce a topic clearly, previewing what is to follow; 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.
    - **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    - **c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
    - **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - **e.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
    - **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

The theme "Fear can turn human beings into monsters" is explored in a literary analysis essay on Writing Standards in Action that examines Rod Serling's teleplay, "The Monsters Are Due on Maple Street," from the early television series, The Twilight Zone. (RL.7.1, RL.7.2, W.7.2, W.7.4, L.7.3, SL.7.2)

3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
    - **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.

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b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

The narrative mode is used with imagination and skill in two seventh grade examples on Writing Standards in Action. In the first example, "The Great Escape: from the Amazing Adventures of Bunny Foo Foo," the point of view is that of a pet rabbit, just on the edge of finding freedom from its cage, and the story is told with a playful tone as a first person narrative. "The Tale of a Leaf," the second example, is a poem that uses vivid sensory and figurative language and symbolism to impart a sense of joy and wonder to the autumn flight of a falling leaf. Both examples are aligned to Standards W.7.3, W.7.10, W.7.4, L.7.1, L.7.2, and L.7.5.

Production and Distribution of Writing

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.)

For example, students studying the genre of mystery stories write narratives in which they introduce a variety of characters with distinctive traits, create plausible yet mysterious events, use vivid descriptions to create mood, use foreshadowing clues that point to the solution of the mystery, and resolve the mystery with an explanation by one of the characters. (RL.7.10, W.7.3, W.7.4)

5. 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.

a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

6. Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 7 Speaking and Listening Standards [SL]

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected*

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to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and clearly expressing their own.
    - **a.** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
    - **b.** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    - **c.** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    - **d.** Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)

Grade 7 Language Standards [L]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. *For example, though conventions of pronoun usage may receive the most attention in grade 7, more nuanced discussions of pronouns should develop throughout the upper grades as students continue to analyze speakers' and authors' choices of words, work toward precision in speaking and writing, and more.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
   Sentence Structure, Variety, and Meaning
    - **a.** Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

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    b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).[17]
    c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.
    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.[17]
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use a comma to separate coordinate adjectives (e.g., *a fascinating, enjoyable movie*).
    b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
    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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
    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.
    b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
    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.
    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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.
    b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

[17] These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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Grade 8 Reading Standards

Grade 8 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (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 a text.
3. Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
6. Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

7. Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See Appendix A & Appendix A New Research.)

Grade 8 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
2. Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events

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(e.g., through comparisons, analogies, or categories).

Craft and Structure

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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features 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.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See Appendix A & Appendix A New Research.)

Grade 8 Writing Standards [W]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C of the Common Core State Standards.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims,

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and organize the reasons and evidence logically in paragraphs and sections.

- **b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- **d.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- **e.** Provide a concluding statement or section that follows from and supports the argument presented.

A literary analysis of Jim Hall's poem, "Maybe Dats Youwr Pwoblem Too," begins not with a usual thesis statement but with a personal anecdote of a situation that amused others but embarrassed the author. This lead engages the reader to continue reading an analysis of Hall's humorous/serious poem about the dilemma of being Spiderman, a man who can't escape his identity. Writing Standards in Action (W.8.1, W.8.3, W.8.9, RL.8.1, RL.8.2, RL.8.4, L.8.5)

2. 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.

- **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.
- **b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **c.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **e.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

A student shows deep personal engagement with Cynthia Lord's book* Rules *in a letter to the author describing how reading the book deepened her understanding of her autistic brother. The letter maintains a tone of friendliness and appreciation. Writing Standards in Action (W.8.2, W.8.4, W.8.9, RL.8.1, L.8.1, L.8.2, L.8.3, L.8.5)

3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

- **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.
- **b.** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- **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.
- **d.** Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
- **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.

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Suspense builds in "Lab Rat," an eighth grade science fiction story on Writing Standards in Action. Developed in a manner appropriate to a chapter of a longer work, the conclusion focuses on the plight of the narrator and invites the reader to continue reading further to find out what happens next (W.8.3, W.8.4, L.8.1, L.8.3, L.8.6). A different sort of narrative unfolds in the poem, "Before on Stone." In this work, the writer adapts the form of Stephen Chbosky's poem, "Once on Yellow Paper with Green Lines," from his coming-of-age novel, The Perks of Being a Wallflower, to create a new poem that traces the evolution of writing through time (W.8.3, W.8.10, RL.8.4, L.8.3, L.8.5, L.9–10.1).

Production and Distribution of Writing

1. 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.)
2. 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.
    - **a.** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
    - **b.** Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
3. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

4. Conduct short as well as more sustained 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.
5. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

7. 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.

Grade 8 Speaking and Listening Standards [SL]

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
    - **a.** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on

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ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

   b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)

5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)

Grade 8 Language Standards [L]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. *For example, though conventions of pronoun usage may receive the most attention in grade 7, more nuanced discussions of pronouns should develop throughout the upper grades as students continue to analyze speakers' and authors' choices of words, work toward precision in speaking and writing, and more.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; 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.)

Sentence Structure, Variety, and Meaning

   a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.

   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.[18]

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

   b. Use an ellipsis to indicate an omission.

[18] These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
- **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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- **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.
- **b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- **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.
- **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).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **a.** Interpret figures of speech (e.g. verbal irony, puns) in context.
- **b.** Use the relationship between particular words to better understand each of the words.
- **c.** Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

For example, after finding out that emoji was designated the 2015 "word of the year" by the Oxford Online Dictionary, students decide that for a class project they will compile their own online etymological dictionary of words and phrases that are commonly used in English. Their diverse list of words and phrases to research includes blue jeans, jazz, hip-hop, numero uno, pizza, Algebra, lacrosse, Olympics, movie star, time flies, and bon appetit. (W.8.7, L.8.6)

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Grades 9–10 Reading Standards

Grades 9–10 Reading Standards for Literature [RL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

For example, Students respond to, analyze, and compare a variety of poems that exemplify the range of poetry's dramatic power, such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish," Robert Frost's "Out, Out…" (along with Macbeth's soliloquy in Act V of* Macbeth*), and Amy Lowell's "Patterns." They then use these poems as models as they write poems of their own that reflect a dramatic moment or event. (RL.9–10.10, W.9–10.3)

Grades 9–10 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

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2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
3. Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

Craft and Structure

4. Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
   For example, students at Levels 1–2 in English language proficiency study the American Civil Rights movement in their ESL class. The unit offers students contextualized, extended practice with discourse, sentence, and word/phrase dimensions of academic language targeted in the unit. Students develop academic language they can use to discuss and explain causes and effects of key events in the Civil Rights Movement, and argue about their significance. (RI.9–10.4, L.9–10.6)
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.
9. Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

Grades 9–10 Writing Standards [W]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their writing, students need to engage with a wide range of complex model

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texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - **a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    - **b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
    - **c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - **d.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    - **e.** Provide a concluding statement or section that follows from and supports the argument presented.

    For example, students research contemporary issues in education, such as whether public schools prepare students for citizenship or whether a college education is worth its costs. Students gather, evaluate, and synthesize information from a variety of sources and write a position paper on their topic that they present to the class. (W.9–10.1, W.9–10.7, W.9–10.8, W.9–10.9, SL.9–10.4)
2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    - **a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    - **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    - **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    - **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
    - **e.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    - **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
    - **a.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
    - **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    - **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
    - **d.** Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.

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e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

In the personal essay, "Thunder," on Writing Standards in Action, the writer blends narrative and informational techniques to relate a profound personal experience that occurs during an orchestra rehearsal. Information about the performance venue, the weather conditions, the orchestra, and the music coalesces into a brief, fast-paced narrative account of the writer's responses to the music, to the story it evokes, and to her place in the performance. (W.9–10.2, W.9–10.3, W.9–10.4, W.9–10.5, L.9–10.1, L.9–10.2, L.9–10.5, L.9–10.6)

Production and Distribution of Writing

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.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
   a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
   b. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
6. Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

For example, students read Matthew Arnold's poem "Dover Beach." In order to understand the nineteenth-century controversy over the implications of evolutionary theory, they read letters, essays, and excerpts from news articles from the period. They use what they have learned to inform their understanding of the poem and to write an interpretive essay. (RL.9–10.1, RL.9–10.2, RL.9–10.9, W.9–10.9)

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 9–10 Speaking and Listening Standards [SL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades *9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
    b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
    c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
    d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

    For example, in preparation for a student council meeting, students plan an agenda for discussion, including how much time they will devote to each issue before the council and how much time each speaker will have to present a case or argument. They build into their agenda time for making decisions and taking votes. (SL.9–10.1)
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 for specific expectations.)

Grades 9–10 Language Standards [L]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

    Sentence Structure, Variety, and Meaning
    a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

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   b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
   c. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.[19]

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
   b. Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).[19]

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
   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).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

For example, a tenth grade English teacher introduces the concept of image patterns during a study of Shakespeare's* Richard II*. As the class reads the play, students pay close attention to certain passages and record in their journals recurring words or images they notice. As a class, they discuss and analyze several speeches from the play in which the image of the sun and its associated ideas of brightness, height, and power are used to describe Richard as a king ruling by divine right. After the discussion of the sun image pattern, students work in groups using their journals and a concordance to Shakespeare or an online Shakespeare search engine to discover other image clusters (earth/land/garden; blood/murder/war) and discuss their connections to ideas in the play. Students write finished essays that trace and interpret one image pattern, connecting it to important themes in the play. (RL.9–10.2, RL.9–10.4, W.9–10.9, L.9–10.5)

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

[19]These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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Grades 11–12 Reading Standards

Grades 11–12 Reading Standards for Literature [RL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).

Integration of Knowledge and Ideas

7. Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
9. Demonstrate knowledge of eighteenth, nineteenth and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

   For example, students read* The Scarlet Letter *by Nathaniel Hawthorne. In order to deepen their understanding of the early colonial period and of Puritan beliefs, they read poems by Anne Bradstreet, transcripts of witch trials in Salem, "Sinners in the Hands of an Angry God," by Jonathan Edwards (a sermon written during the Great Awakening), and excerpts from several colonial-era diaries (Judge Sewall, William Byrd III, Mary Rowlandson). Then students write an essay in which they relate what they have learned from these other texts to events, characters, and themes in* The Scarlet Letter. *(RL.11–12.9, RI.11–12.2, W.11–12.2)

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

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Grades 11–12 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.
   For example, in a unit on rhetorical analysis, students learn to recognize and understand the tools of argument and persuasion so that they may become informed and contributing citizens in a democracy. They are introduced to the terms ethos, logos, pathos, occasion, audience, and speaker, and use these rhetorical concepts to deconstruct an advertisement for a product, ballot question, or political candidate. After completing this exercise, they apply their knowledge to analyses of Coretta Scott King's "The Death Penalty is a Step Back," the speeches of Brutus and Marc Antony in Shakespeare's **Julius Caesar*****, and the 1852 oration "What to the Slave is the Fourth of July" by Frederick Douglass. (RI.11–12.5, RI.11–12.6, SL.11–12.3)***
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

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Grades 11–12 Writing Standards [W]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres.

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    - **b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    - **c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - **d.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    - **e.** Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    - **a.** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    - **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    - **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    - **d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
    - **e.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    - **f.** Provide a concluding statement or section that follows from and supports the information or

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explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
    a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
    b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).
    d. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
    e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

A personal view of nature is the subject of the poem, "The Hidden Places," on Writing Standards in Action. The poem's fluid style and coherent organization make the progression of ideas easy to follow. Vivid details, effective figurative language, and skillful manipulation of syntax contribute to the poem's development and tone. In the final stanza, parallel structures indicate a significant shift from reflection on concrete experiences to presentation of an abstract personal view of the natural world. (W.11–12.3, W.11–12.4, W.11–12.10, L.9–10.1, L.11–12.3, L.11–12.5)

Production and Distribution of Writing

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.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
    a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 11–12).
    b. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).
6. Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.

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For example, students read and discuss "The Fall of the House of Usher" by Edgar Allen Poe, as an example of observer narration; "The Prisoner" by Bernard Malamud, as an example of a single character point of view; and "The Boarding House" by James Joyce, as an example of multiple character point of view. Students summarize their conclusions about how the authors' choices regarding narrative point of view affected their responses as readers. They write analytical papers that they later give as oral presentations to the class. (RL.11–12.3, RL.11–12.5, W.11–12.9, SL.11–12.4)

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 11–12 Speaking and Listening Standards [SL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- **b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)

5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)

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Grades 11–12 Language [L]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
   Word Usage
   - **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   - **b.** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   - **a.** Observe hyphenation conventions.
   - **b.** Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   - **a.** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
   - **b.** Revise and edit to make work more concise and cohesive.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
   - **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   - **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
   - **c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
   - **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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   - **a.** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   - **b.** Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 11–12 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 11–12 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Standards for Literacy in the Content Areas
Grades 6 through 12

ANCHOR STANDARDS

Reading

Writing

Speaking and Listening

STANDARDS BY GRADE LEVEL

Grades 6–8

Grades 9–10

Grades 11–12

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College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.[21]
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and career/technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and careers will be sophisticated nonfiction. It is important to note that these Reading Standards are meant to complement the specific content demands of the disciplines, not replace them.

Range of Reading and Level of Text Complexity

1. Independently and proficiently read and comprehend complex literary and informational texts.[22]

[21] Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources

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College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. When conducting research, gather relevant information from n credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[22] Measuring text complexity involves (1) a qualitative evaluation of the text, (2) a quantitative evaluation of the text, and (3) matching reader to text and task. See Appendix A of the Common Core State Standards .

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College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that:
   - Listeners can follow the line of reasoning.
   - The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology is changing quickly, creating a new urgency for students to be adaptable in response to change.

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Grades 6–8 Reading Standards

Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, mathematics,[23] and career and technical subjects are integrated into the K–5 Reading Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on 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).

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
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).

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., 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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

[23] These standards do not set expectations for reading in mathematics at grades 6–12.

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Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Note: These standards do not apply to mathematics. The standards do not set expectations for reading in mathematics at grades 6–12.

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (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 multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

4. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
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 an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, mathematics, and technical subjects are integrated into the K–5 Writing Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

1. Write arguments focused on *discipline-specific content.*
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from

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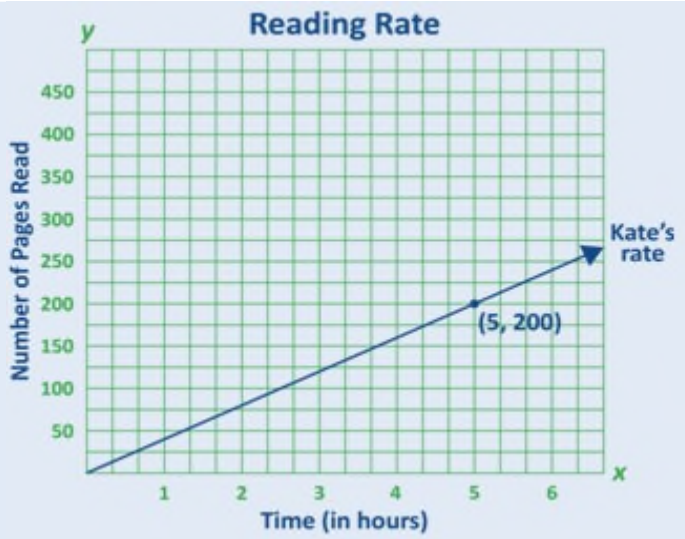
alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.

d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

e. Provide a concluding statement or section that follows from and supports the argument presented.



Grade 8 math students, read, write, and reason to solve this problem:
Kate is reading a 500-page book. The graph represents the relationship between the number of hours Kate has spent reading and the number of pages she has read.

a. At what rate, in pages per hour, is Kate reading? Show or explain how you got your answer.
b. What is the total amount of time, in hours, it will take Kate to read the entire 500-page book? Show or explain how you got your answer.

Edward is reading the same 500-page book. The equation y=50x represents the relationship between y, the number of pages he has read, and x, the number of hours he has spent reading.

c. On the grid, graph the equation that represents the number of hours that Edward has spent reading and the number of pages he has read. Label the line "Edward's rate."

Edward thinks he will finish reading the book in less time than Kate. Is he correct?
Show or explain how you got your answer.

Connections to the Standards for Mathematical Practice
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and respond to the reasoning of others.*
See Rhode Island Mathematics Standards.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when

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useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

In a Writing Standards in Action sample of informational/explanatory text, a seventh grader uses research on archaeological discoveries in Egypt's Valley of the Kings as the basis for creating an imagined first-hand account in a fictional archaeologist's journal. Through a number of sometimes extended entries, the writer sustains a believable tone and sense of wonder. (W.7.3,WCA.6-8.2, WCA.6-8.8, L.7.1, L.7.2, L.7.3)

3. (See note; not applicable as a separate requirement.)[24]

Production and Distribution of Writing

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

Two writers' responses (1 and 2) to the Dalai Lama's essay, "Many Faiths, One Truth," published in the* New York Times*, are text-based essays that use a formal tone and careful organization appropriate to the Letters to the Editor section of a major newspaper. (WCA.6–8.1, WCA.6–8.4, WCA.6–8.9, RCA.8.1, RCA.6–8.6, RCA.6–8.8, L.8.2, L.8.3) See the Writing Standards in Action Project for more.

5. 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.

Connections to the Standards for Mathematical Practice
6. *Attend to precision.*
See the Rhode Island *Mathematics Standards.*

6. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained 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.

If you could go back to ancient Greece, would you rather live in Athens or in Sparta? In a paired set of arguments posted on Writing Standards in Action, two students make separate cases for the superiority of Athens and Sparta respectively, supporting their arguments with what they have read about the city states in social studies classes. (WCA.6–8.1, WCA.6–8.7, L.6.3, L.6.6)

8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[24] Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work so that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry, and more.

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For example, in a science unit, students explore ecosystem dynamics as seen through a study of invasive species. They research how invasive species are introduced, the impacts they have on local food webs, and how ecosystems react to invasives. The unit involves reading and research, vocabulary development, models, data analysis and writing. (RCA-ST.6–8.4, WCA.6–8.8, WCA.6–8.9)

9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

Range of Writing

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.

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

The standards below begin at grade 6; standards for K–5 speaking and listening are integrated into the K–5 Speaking and Listening Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- **a.** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
- **b.** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- **c.** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- **d.** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Connections to the Standards for Mathematical Practice
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and respond to the reasoning of others.*
See Rhode Island Mathematics Standards.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Connections to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.
6. Attend to precision.
See Rhode Island Mathematics Standards.

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

   For example, students in a music class experience and analyze various "theme and variations" in musical compositions. They use their understanding of variation of a musical theme to analyze how American composer Charles Ives manipulated and varied a familiar musical tune, "America." The unit culminates with a summative performance in which collaborative groups compose and perform original short themes and three variations on them and explain their work. (RCA-ST.6–8.4, RCA-ST.6–8.5, SLCA.6–8.4)

   Connections to the Standards for Mathematical Practice

   2. Reason abstractly and quantitatively.

   3. Construct viable arguments and respond to the reasoning of others.

   6. Attend to precision.

   See Rhode Island Mathematics Standards.

5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

   For example, as they study proportional relationships in math, students learn to use data to construct linear graphs and to explain in words the meanings of these visual displays. To demonstrate what they have learned, students research the income potential of various summer job opportunities, present the visual data, and make arguments for a particular job choice justified by valid mathematical reasoning and an explanation of how the experience the job offers supports their interests and career goals. (WCA.6–8.1, SLCA.6–8.5)

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

Grades 9–10 Reading Standards

Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
   For example, students compose an essay for their humanities class on deTocqueville's observations of life in America in the 1830s, and argue whether or not his claims about America are still relevant in the twenty-first century. They support their argument with examples drawn from economic, political, and social aspects of modern life. (RCA-H.9–10.1, RCA-H.9–10.8, WCA.9–10.1).
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
   For example, students in a carpentry class learn the procedure for framing a shed. Their reading includes an illustrated manual for relevant technical terms, such as framing square, sill, joist, beam, column, header, as well as manuals on power tool safety and building codes. Their final project consists of a scale model mockup of the built structure and a written multi-step procedure plan for building it. (RCA-ST.9–10.3, RCA-ST.9–10.4, WCA.9–10.2, WCA.9–10.3)

Craft and Structure

4. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
6. Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

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9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

For example, students in a culinary arts class read about food safety, sanitation, and the uses of chemicals in institutional and restaurant food service kitchens. They read technical manuals on hazard analysis and safety data sheets to develop guidelines for procedures to support safety in food handling. (RCA-ST.9–10.10, WCA.9–10.2, WCA.9–10.3, WCA.9–10.10)

Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, mathematics, and technical subjects are integrated into the K–5 Writing Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

1. Write arguments focused on *discipline-specific content.*
    - **a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
    - **b.** Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
    - **c.** Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
    - **d.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    - **e.** Provide a concluding statement or section that follows from or supports the argument presented.

   Connections to the Standards for Mathematical Practice
   2. *Reason abstractly and quantitatively.*
   3. *Construct viable arguments and respond to the reasoning of others.*
   See Rhode Island Mathematics Standards.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
    - **a.** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    - **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete

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details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, or procedures.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement.)[25]

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ***Connections to the Standards for Mathematical Practice***
   6. *Attend to precision.*
   See Rhode Island Mathematics Standards.
6. Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

Range of Writing

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.

[25] Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry, and more.

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Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

The standards below begin at grade 6; standards for K–5 speaking and listening are integrated into the K–5 Speaking and Listening Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively.
    - **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
    - **b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
    - **c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
    - **d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

    Connections to the Standards for Mathematical Practice
    2. *Reason abstractly and quantitatively.*
    3. *Construct viable arguments and respond to the reasoning of others.*
    See Rhode Island Mathematics Standards.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

For example, students encounter the following word problem:
A math teacher gives her student his score on the last test. She provides him with an expression that has a value equal to the number of points he scored on the test.
$9 + 8 [4 + 2(3 - 5)^2] - 3 \cdot 4$
Gerard estimates that he scored 90 points on the test. The expression below represents the actual number of points he scored on the test. What is the difference between Gerard's estimate and the actual number of points he scored on the test? Explain how you got your answer. (SLCA. 9-10.1, SCLA.9-10.2)

Connections to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.
6. Attend to precision.
See Rhode Island Mathematics Standards.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any Fallacious reasoning or exaggerated or distorted evidence.

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Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

For example, students in a high school geometry class develop their understanding of congruence, transformation, and visual design in order to answer the essential question, "How can a shape change yet remain the same?" They learn how context determines the meaning of a word as they learn the precise mathematical meanings of the words transformation, translation, reflection, and rotation. Students create an original fabric design that uses transformations of shapes; in addition to producing the design itself, students write a report to explain why their design is based on transformation and congruence and give instructions on how to reproduce the design. Their culminating project is an oral and visual presentation of the project. (WCA.9–10.1, WCA.9–10.2, SLCA.9–10.4)

Connections to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.
6. Attend to precision.
See Rhode Island Mathematics Standards.

5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

For example, students modify their report on a science project, originally designed to be presented to parents and a panel of adult experts, for presentation to a class of third graders. (WCA.9–10.2, SLCA.9–10.6)

Grades 11–12 Reading Standards

Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

   For example, as part of a unit on making a presentation about immigration to this country in the twentieth and twenty-first centuries, students generate questions to ask neighbors, family members, or local experts about the topic. They also develop discussion questions about immigrants from a particular country, such as Brazil, Guatemala, Haiti, Somalia, Syria, India, or Ireland, to guide their reading of chapters from books, articles, and digital media on the topic. To add visual interest to their presentation, they find historic photographs on websites such as the Library of Congress. Finally they integrate the information into a media presentation that focuses on immigrants' reasons for coming to the United States, the social and economic conditions they faced upon arrival, and how the immigrant group has fared economically and socially in the U.S. in the twenty-first century. (RCA-H.11–12.7, RCA-H.11–12.9, WCA.11–12.4, SLCA.11–12.4, SLCA.11–12.5)

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

   For example, in an interdisciplinary science unit on ocean systems, students read and view resources from the National Oceanic and Atmospheric Administration (NOAA) and the Public Broadcasting System (PBS). Following an introduction to the Gulf of Maine, students explore the 1) physical/chemical features of the Gulf of Maine and how they affect marine species, 2) the Gulf of Maine marine ecosystem and the interconnectedness of its components, and 3) human impacts on the ocean system. Students grapple with real-world problems currently facing New England's marine resources, such as cod overfishing, habitat reduction due to invasive fishing methods, and reductions in key species due to bycatch, and make a presentation to a community group on sustainable seafood in New England. (RCA-ST.11–12.1, WCA.11–12.1, SLCA.11–12.4)
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

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4. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze how a text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See Appendix A & Appendix A New Research.)

Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, mathematics, and technical subjects are integrated into the K–5 Writing Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
    - **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence.
    - **b.** Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
    - **c.** Use words, phrases, and clauses with precision as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
    - **d.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    - **e.** Provide a concluding statement or section that follows from or supports the argument presented.

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Connections to the Standards for Mathematical Practice
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and respond to the reasoning of others.*
See Rhode Island Mathematics Standards.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   - **a.** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   - **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   - **c.** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.
   - **d.** Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
   - **e.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
   - **f.** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement.)[26]

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

   Connections to the Standards for Mathematical Practice
   6. *Attend to precision.*
   See Rhode Island Mathematics Standards.
6. Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[26] Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry, and more.

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For example, in a fourth-year mathematics unit on financial literacy, students build on their learning from Algebra I and Algebra II. They take on the role of a financial planner to make recommendations for three hypothetical clients, each of whom has different financial goals. Students keep math journals throughout the project to record their understanding of inverse functions and their reasoning about the exponential growth of investments. Their final reports are scored on the accuracy and completeness of their graphical representations, the accuracy of the algebraic evidence they present, the strength of their reasoning, the precision of their language and their overall verbal and mathematical communications skills. (WCA.11–12.1, WCA.11–12.7)

8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)

Range of Writing

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.

Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

The standards below begin at grade 6; standards for K–5 speaking and listening are integrated into the K–5 Speaking and Listening Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Connections to the Standards for Mathematical Practice

2. *Reason abstractly and quantitatively.*

3. *Construct viable arguments and respond to the reasoning of others.*

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See Rhode Island Mathematics Standards.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   3. Construct viable arguments and respond to the reasoning of others.
   6. Attend to precision.
   See Rhode Island Mathematics Standards.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
   For example, as students in a civics class watch a televised debate among candidates for political office, they use a professional evaluation form, such as the guidelines developed by the National Issues Forum, to evaluate the effectiveness of candidates' responses to questions.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   3. Construct viable arguments and respond to the reasoning of others.
   6. Attend to precision.
   See Rhode Island Mathematics Standards.
5. Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
   For example, students studying digital video production create a script for a short documentary video, a storyboard with pictorial indications of camera angles, and a digital project file for the production that includes footage, audio, titles, and credits. They present their video to an audience and answer questions about the content of the view and the process of their work. (RCA-ST.11–12.4, WCA.11–12.4, SLCA.11–12.5)
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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