

Module 1
Participant
Guide

Focus on Instructional Shifts

Activity 1

Connecticut Core Standards for
English Language Arts and
Literacy



Grades K–5

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Activity 1

Activity 1: Examining the Vertical Progressions of the K–5 CCS-ELA

DESCRIPTION

In mixed grade table groups, pairs of coaches will select a standard within a particular strand to explore: Reading, Writing, Language, Speaking and Listening, or Reading Foundational Skills. Table groups should ensure that at least one standard from each of the strands is chosen. Pairs will trace the standard from grade-to-grade, examine grade level expectations, think about how the grade level expectations lead to the Anchor Standard and discuss implications for curriculum and instruction. Pairs will share what they learned at their tables, and volunteers will share with the whole group.

RESOURCES

- Connecticut Core Standards English Language Arts, K–5 Standards Progression
- Activity Template

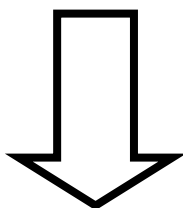
DIRECTIONS

1. Using the CCS-ELA K–5 Standards Progression handout, pairs select one College and Career Readiness (CCR) Anchor Standard (identified below) for the focus of their investigation. Using the template on the next page as a guide, pairs specify key verbs and phrases to trace the changes in the grade level expectations leading to proficiency on the CCR Anchor Standard. Select one of the following standards:
 - a. Reading: Literature – RL.2, RL.3, RL.5, RL.6, RL.7, RL.8, or RL.9
 - b. Reading: Informational Text – RI.2, RI.3, RI.5, RI.6, RI.7, RI.8, or RI.9
 - c. Foundational Skills – Any standard in Phonics and Word Recognition
 - d. Speaking and Listening – Any Speaking and Listening standard
 - e. Language – L.4 or L.5
 - f. Writing – W.1, W.2, W.3, W.6, W.7, W.8, or W.9 (W.9 applies to only grades 4 and above)
2. Identify a group recorder. Pairs share examples of the vertical alignment for each of the strands. Using the suggested discussion prompts, discuss the implications of the changes in grade level expectations for curriculum, instruction, and assessment at your school. Recorder captures the group’s comments on chart paper.
3. Volunteers share with the whole group examples of a significant change in grade level expectations and the implications for instruction at their school.

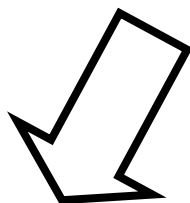
Activity Template: Examining the Vertical Progressions of the K–5 CCS-ELA
Specify standards by strand, cluster, and number.

College and Career Readiness Anchor Standard

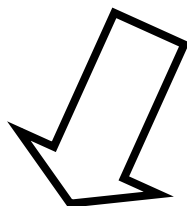
- **Highlight grade level changes**
 - **Action verbs**
 - **Key content**



Grade 4 or 5



Grade 2 or 3



Grade K or 1

Suggested Discussion Prompts

Relative to the College and Career Readiness Anchor Standard by strand, cluster, and number, what are the implications of the changes in the related grade level standards for curriculum and instruction?

Example: “Relative to the CCR Anchor Standard, implications of R.L.1 from kindergarten to grade 5 are ... students will need to grow in their ability from asking and answering questions about text, to recognizing key details, to providing text-based answers, both explicit and inferential, and quoting accurately.”

Relative to the identified College and Career Readiness Anchor Standard by strand, cluster, and number, what are the implications of the changes in the related grade level standards for curriculum-based assessment?

Example: “Relative to the CCR Anchor Standard, implications of RL.1 are that assessment will need to include rich authentic text, and students will be asked to support answers with evidence from the text about key ideas and details.”

CONNECTICUT CORE STANDARDS ENGLISH LANGUAGE ARTS, K-5 STANDARDS PROGRESSION

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CCS-ELA, K–5

Literature

Strand: K-5 Reading Standards for Literature (RL)

Cluster 1: Key Ideas and Details

CCR Anchor Standard for Reading 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.1.1	Ask and answer questions about key details in a text.
RL.K.1	With prompting and support, ask and answer questions about key details in a text.

Strand: Reading Standards for Literature (RL)

Cluster 1: Key Ideas and Details

CCR Anchor Standard for Reading 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.2.1	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.K.2	With prompting and support, retell familiar stories, including key details.

Strand: Reading Standards for Literature (RL)

Cluster 1: Key Ideas and Details

CCR Anchor Standard for Reading 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.

Strand: Reading Standards for Literature (RL)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.K.4	Ask and answer questions about unknown words in a text.

Strand: Reading Standards for Literature (RL)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).

Strand: Reading Standards for Literature (RL)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 6	Assess how point of view or purpose shapes the content and style of a text.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.1.6	Identify who is telling the story at various points in a text.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Strand: Reading Standards for Literature (RL)

Cluster 3: Integration of Knowledge and Ideas

CCR Anchor Standard for Reading 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (See also “Research to Build and Present Knowledge” in Writing and Comprehension and Collaboration” in Speaking and Listening for related standards.)
RL.5.7	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, and poem).
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Strand: Reading Standards for Literature (RL)

Cluster 3: Integration of Knowledge and Ideas

CCR Anchor Standard for Reading 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (NA to literature).
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Reading Standards for Literature (RL)

Cluster 3: Integration of Knowledge and Ideas

CCR Anchor Standard for Reading 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.
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RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
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RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
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RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
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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.
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RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
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RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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Strand: Reading Standards for Literature (RL)

Cluster 4: Range of Reading and Level of Text Complexity

CCR Anchor Standard for Reading 10	Read and comprehend complex literary and informational texts independently and proficiently.
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RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
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RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
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RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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RL.K.10	Actively engage in group reading activities with purpose and understanding.
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CCS-ELA K-5

Informational Text

Strand: K-5 Reading Standards for Informational Text (RI)

Cluster 1: Key Ideas and Details

CCR Anchor Standard for Reading 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.1.1	Ask and answer questions about key details in a text.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.

Strand: Reading Standards for Informational Text (RI)

Cluster 1: Key Ideas and Details

CCR Anchor Standard for Reading 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.

Strand: Reading Standards for Informational Text (RI)

Cluster 1: Key Ideas and Details

CCR Anchor Standard for Reading 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Strand: Reading Standards for Informational Text (RI)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.

Strand: Reading Standards for Informational Text (RI)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.

Strand: Reading Standards for Informational Text (RI)

Cluster 2: Craft and Structure

CCR Anchor Standard for Reading 6	Assess how point of view or purpose shapes the content and style of a text.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Strand: Reading Standards for Informational Text (RI)

Cluster 3: Integration of Knowledge and Ideas

CCR Anchor Standard for Reading 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (See also “Research to Build and Present Knowledge” in Writing and Comprehension and Collaboration” in Speaking and Listening for related standards.)
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Strand: Reading Standards for Informational Text (RI)

Cluster 3: Integration of Knowledge and Ideas

CCR Anchor Standard for Reading 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 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.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Strand: Reading Standards for Informational Text (RI)	
Cluster 4: Range of Reading and Level of Text Complexity	
CCR Anchor Standard for Reading 10	Read and comprehend complex literary and informational texts independently and proficiently.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RI.K.10	Actively engage in group reading activities with purpose and understanding.

CCS-ELA K-5

Foundational Skills

Strand: K-5 Reading Standards: Foundational Skills (RF)

Cluster 1: Print Concepts

Grade 5	NA
Grade 4	NA
Grade 3	NA
Grade 2	NA
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.

Strand: Reading Standards: Foundational Skills (RF)

Cluster 2: Phonological Awareness

Grade 5	NA
Grade 4	NA
Grade 3	NA
Grade 2	NA
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Strand: Reading Standards: Foundational Skills (RF)	
Cluster 3: Phonics and Word Recognition	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3a	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.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	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.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multi-syllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	Decode words with common prefixes and suffixes.
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	Read words with inflectional endings.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	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.
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Strand: Reading Standards: Foundational Skills (RF)	
Cluster 4: Fluency	
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	Read grade-level text with purpose and understanding.
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	Read grade-level text with purpose and understanding.
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read grade-level text with purpose and understanding.
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	Read grade-level text with purpose and understanding.
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.K.4	Read emergent-reader texts with purpose and understanding.

CCS-ELA, K-5

Writing

Strand: K-5 Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
W.5.1b	Provide logically ordered reasons that are supported by facts and details.
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).
W.5.1d	Provide a concluding statement or section related to the opinion presented.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
W.4.1b	Provide reasons that are supported by facts and details.
W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).
W.4.1d	Provide a concluding statement or section related to the opinion presented.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).

Strand: Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 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.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3.2c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
W.3.2d	Provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Strand: Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
W.2.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Strand: Writing Standards (W)	
Cluster 2: Production and Distribution of Writing	
CCR Anchor Standard for Writing 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards 1-3 above).
Grade 2	Begins in grade 3
Grade 1	Begins in grade 3
Kindergarten	Begins in grade 3

Strand: Writing Standards (W)

Cluster 2: Production and Distribution of Writing

CCR Anchor Standard for Writing 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Strand: Writing Standards (W)

Cluster 2: Production and Distribution of Writing

CCR Anchor Standard for Writing 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Strand: Writing Standards (W)

Cluster 3: Research to Build and Present Knowledge

CCR Anchor Standard for Writing 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Strand: Writing Standards (W)

Cluster 3: Research to Build and Present Knowledge

CCR Anchor Standard for Writing 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Strand: Writing Standards (W)

Cluster 3: Research to Build and Present Knowledge

CCR Anchor Standard for Writing 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9a	Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
W.5.9b	Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9a	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
W.4.9b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
Grade 3	Begins in grade 4
Grade 2	Begins in grade 4
Grade 1	Begins in grade 4
Kindergarten	Begins in grade 4

Strand: Writing Standards (W)

Cluster 4: Range of Writing

CCR Anchor Standard for 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.
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 2	Begins in grade 3
Grade 1	Begins in grade 3
Kindergarten	Begins in grade 3

CCS-ELA, K–5

Speaking and Listening

Strand: K-5 Speaking and Listening Standards (SL)	
Cluster 1: Comprehension and Collaboration	
CCR Anchor Standard for Speaking and Listening 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
SL.5.1a	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.
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
SL.4.1a	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.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1c	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.
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
SL.3.1a	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.
SL.3.1b	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).
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d	Explain their own ideas and understanding in light of the discussion.

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1a	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).
SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1a	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).
SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1	Continue a conversation through multiple exchanges.

Strand: Speaking and Listening Standards (SL)

Cluster 1: Comprehension and Collaboration

CCR Anchor Standard for Speaking and Listening 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Strand: Speaking and Listening Standards (SL)

Cluster 1: Comprehension and Collaboration

CCR Anchor Standard for Speaking and Listening 3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence.

SL.4.3	Identify the reasons and evidence a speaker or media source provides to support particular points.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Strand: Speaking and Listening Standards (SL)

Cluster 2: Presentation of Knowledge and Ideas

CCR Anchor Standard for Speaking and Listening 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Strand: Speaking and Listening Standards (SL)

Cluster 2: Presentation of Knowledge and Ideas

CCR Anchor Standard for Speaking and Listening 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Strand: Speaking and Listening Standards (SL)	
Cluster 2: Presentation of Knowledge and Ideas	
CCR Anchor Standard for Speaking and Listening 6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
SL.5.6	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.)
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
SL.3.6	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.)
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

CCS-ELA, K-5

Language

Strand: K-5 Language Standards (L)	
Cluster 1: Conventions of Standard English	
CCR Anchor Standard for Language 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1b	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*
L.5.1e	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.
L.4.1c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).
L.4.1e	Form and use prepositional phrases.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., <i>childhood</i>).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.*
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1a	Use collective nouns (e.g., <i>group</i>).
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
L.2.1c	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1a	Print all upper- and lowercase letters.
L.1.1b	Use common, proper, and possessive nouns.
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).
L.1.1d	Use personal possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).
L.1.1f	Use frequently occurring adjectives.
L.1.1g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
L.1.1h	Use determiners (e.g., articles, demonstratives).
L.1.1i	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a	Print many upper- and lowercase letters.
L.K.1b	Use frequently occurring nouns and verbs.
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).
L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
L.K.1f	Produce and expand complete sentences in shared language activities.
Strand: Language Standards (L)	
Cluster 1: Conventions of Standard English	
CCR Anchor Standard for Language 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2a	Use punctuation to separate items in a series.
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of a sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>)
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2a	Use correct capitalization.
L.4.2b	Use commas and quotation marks to mark direct speech and quotation from a text.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> .)
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a	Capitalize holidays, product names, and geographic names.
L.2.2b	Use commas in greetings and closings of letters.
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d	Generalize learned spelling patterns when writing words (e.g., <i>cage -> badge; boy ->boil</i>)
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2a	Capitalize dates and names of people.
L.1.2b	Use end punctuation for sentences.
L.1.2c	Use commas in dates and to separate single words in a sentence.
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
L.K.2b	Recognize and name end punctuation.
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Strand: Language Standards (L)

Cluster 2: Knowledge of Language

CCR Anchor Standard for 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.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	Choose words and phrases to convey ideas precisely.
L.4.3b	Choose punctuation for effect.
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written English.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3a	Compare formal and informal uses of English.
Grade 1	Begins in grade 2
Kindergarten	Begins in grade 2

Strand: Language Standards (L)

Cluster 3: Vocabulary Acquisition and Use

CCR Anchor Standard for Language 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.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).
L.5.4c	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.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).

L.4.4c	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.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.
L.1.4c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., <i>knowing duck is a bird and learning the verb to duck</i>).
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
Strand: Language Standards (L)	
Cluster 3: Vocabulary Acquisition and Use	
CCR Anchor Standard for Language 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5a	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.5a	Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.
L.1.5b	Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5a	Sort common objects into categories (e.g., <i>shapes, foods</i>) to gain a sense of the concepts the categories represent.
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings

Strand: Language Standards (L)

Cluster 3: Vocabulary Acquisition and Use

CCR Anchor Standard for Language 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation</i> , and endangered when discussing animal preservation).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.