

Prioritized English Language Arts Common Core State Standards

Northwest Regional Education Services District convened a group of teachers, administrators, ESD and ODE representatives on August 17 & 18, 2011 to prioritize the **Common Core State Standards** in a process facilitated by **Larry Ainsworth** from the Leadership and Learning Center. While the intent of the CCSS national group was to reduce the number of standards taught at each grade level, the result of the final document shows that there are still anywhere from 70 to 85 standards per grade level in English Language Arts.

The questions that guided the process were:

1. Are all the Common Core State Standards in elementary, middle, and high school strands essential for students to acquire in order to be ready for the next level of learning?
2. Will the length of the school year afford teachers the time to adequately teach, assess, re-teach, and reassess all of the CCSS?

The goal of this group was not to eliminate standards, but to **prioritize** those standards needed for the state test, the next level of learning, and life skills for teaching a guaranteed and viable curriculum. The following participants created this draft document which highlights the prioritized standards and may be used in your district as a guide or to inform your own district process of prioritizing the CCSS.

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Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students’ growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

¹The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

²As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.



STANDARDS FOR

English Language Arts

&

**Literacy in History/Social Studies,
Science, and Technical Subjects**

K-5

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.

Key Ideas and Details

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.
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 the text (e.g., a section, chapter, scene, or stanza) 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.*
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. Read and comprehend complex literary and informational texts independently and proficiently.

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, 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 only gain this foundation 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.

*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.

Reading Standards for Literature K-5

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.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	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.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	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. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	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.

Reading Standards for Informational Text K-5

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
5. Identify the front cover, back cover, and title page of a book.	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.	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. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	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. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	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.

Reading Standards: Foundational Skills (K–5)

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. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. 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.*

Kindergartners:

Grade 1 students:

Print Concepts

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
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Phonological Awareness

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|---|--|
| <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> 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.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> 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). |
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*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.

Reading Standards: Foundational Skills (K–5)

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

Kindergartners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound 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., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. 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. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency		
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-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. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-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.

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 real or imagined experiences or events using effective technique, well-chosen details, and well-structured event 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, including the Internet, 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. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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 projects 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.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Writing Standards K-5

The following standards for K-5 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.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
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>).	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.	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.
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.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. 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.	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.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	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.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	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 books by a favorite author and express opinions about them).	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).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

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 and the organization, development, 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.

Speaking and Listening Standards K-5

The following standards for K-5 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.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 	1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
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.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	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 in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	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.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	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.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	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 on pages 26 and 27 for specific expectations.)

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 when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, 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.

Language Standards K-5

The following standards for grades K-5 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.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. 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>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Standards K-5

Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
3. (Begins in grade 2)	3. (Begins in grade 2)	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 <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. 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., <i>happy/unhappy</i> , <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
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 <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	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 <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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>).	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>).

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
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</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

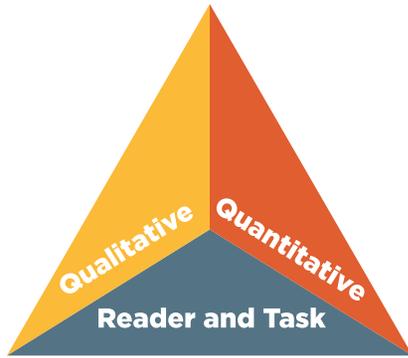
*Subsumed by L.7.3a

†Subsumed by L.9–10.1a

‡Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	<ul style="list-style-type: none"> ▪ <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* ▪ <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) ▪ <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) ▪ <i>A Story, A Story</i> by Gail E. Haley (1970)* ▪ <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)* 	<ul style="list-style-type: none"> ▪ <i>My Five Senses</i> by Ailiki (1962)** ▪ <i>Truck</i> by Donald Crews (1980) ▪ <i>I Read Signs</i> by Tana Hoban (1987) ▪ <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* ▪ <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1*	<ul style="list-style-type: none"> ▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* ▪ <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ <i>Frog and Toad Together</i> by Arnold Lobel (1971)** ▪ <i>Hi! Fly Guy</i> by Tedd Arnold (2006) 	<ul style="list-style-type: none"> ▪ <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ <i>Starfish</i> by Edith Thacher Hurd (1962) ▪ <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** ▪ <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2-3	<ul style="list-style-type: none"> ▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ <i>Charlotte's Web</i> by E. B. White (1952)* ▪ <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) ▪ <i>Tops and Bottoms</i> by Janet Stevens (1995) ▪ <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001) 	<ul style="list-style-type: none"> ▪ <i>A Medieval Feast</i> by Ailiki (1983) ▪ <i>From Seed to Plant</i> by Gail Gibbons (1991) ▪ <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* ▪ <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) ▪ <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	<ul style="list-style-type: none"> ▪ <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) ▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888) ▪ <i>The Black Stallion</i> by Walter Farley (1941) ▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009) 	<ul style="list-style-type: none"> ▪ <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) ▪ <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) ▪ <i>A History of US</i> by Joy Hakim (2005) ▪ <i>Horses</i> by Seymour Simon (2006) ▪ <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.