

California's Common Core
English Language Arts Standards

Kindergarten through Grades 11-12
and also College and Career Readiness Standards

Step-Ladder Versions

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The Development, Use and Purposes of the Step-Ladder Versions of the Common Core ELA Standards

The K-12 Common Core ELA standards were developed grade-by-grade (K, 1st, 2nd, through 12th) for each of the thirty-two College and Career Readiness Anchor standards. That is unique. We are not aware of another set of ELA standards that was developed with such explicit vertical alignment and coherence. As such, California's new Common Core ELA standards represent significant new potential for vertical articulation within and across elementary, middle and high schools faculties. The original Common Core ELA standards and the version California adapted and adopted are organized into grade level bands: K-2, 3-5, 6-8, and 9/10-11/12. The organization by grade level bands makes apparent the progressions among the adjacent grades and the care that was taken to form reasonable "steps" from one grade to the next. We found these grade-by-grade "steps" for each standard very informative. As we began reviewing the standards with educators in the Talking Teaching Network, it quickly became apparent that analyzing the Common Core in terms of the grade level progressions of each standard was meaningful and productive to interpreting and understanding the standards.

The development of this document involved the following. For each domain we developed what we called "Step-Ladder" documents wherein we formatted vertically all grade level versions for each College and Career Readiness Anchor (CCRA) standard (K, 1st, 2nd, 3rd, through 11th-12th). In most cases we were able to format the entire K-12 to CCRA progression on one page. In some cases, the progression required two pages. Publishing the full K-12 to CCRA progression has two important benefits. First, it allows a teacher of any grade level to examine a standard for his/her respective grade level and any and all grade levels before and after it. The grade level bands used in the original Common Core and California's adaptation (K-2, 3-5, 6-8, and 9/10-11/12) do not provide the same continuity as there are breaks in the document between grades 2 and 3, 5 and 6, and 8 and 9/10. Second, the full K-12 to CCRA progression also allows for valuable study and interpretation of each standard. While the meaning and intent of any one grade level version of a particular standard might be obscure, studying that standard in terms of its K-12 progression and the CCRA standard itself usually contributes significantly to the interpretation of the standard and one's understanding of it.

There are unique benefits to this organization of the standards. Generally, the standards organized in this fashion should help teachers become familiar with the vertical, K-12 to CCRA design of the Common Core ELA standards. Teachers will be able to understand and value the utility of studying specific standards in terms of their K-12 to CCRA progress – something that is very difficult to do with existing California State Standards, and be familiar with the Step-Ladder versions of the standards as a resource for subsequent use. Below are representative responses from teachers and instructional coaches who've studied and used the Step-Ladder versions of the standards. The question they responded to was: "To what extent did you find it valuable to read and discuss the Step-Ladder versions of the 2010 standards?"

- *I like knowing the ultimate goal (the College and Career Readiness standard). The Step-Ladder helps me identify gaps that are missing from previous years and keeps me accountable for preparing my students in the current year for what they will do in the next years.*
- *This was very valuable because it connects what you do in one year to what will come in the future. It also provides teachers with a way to diagnose students' strengths and needs, what to build on and what to shore up.*
- *It was really nice to see the progression from grade level to grade level. It's not as scary. It seems more do-able, if everyone is working off the same page and making their contribution grade by grade.*
- *I think this may be the most valuable resource, yet. It's very linear and illustrates perfectly the progression and development and mastery of each standard and cluster.*

Notes on the Step Ladder Versions of the 2010 Standards.

Reading Standards. The Step-Ladder versions of the Reading standards organizes each of the reading standards in a two-column table. The rows are grade levels (K through 11th-12th), the left hand column includes the grade level versions of the standard for Reading Literature, and the right hand column includes the grade level versions of the standard for Reading Informational Text. In our work with teachers we discussed the importance of approaching the Literature and Informational Text standards as two versions of the same standards. On the one hand, one would want to capitalize instructionally on the distinction made in the two versions, that is, the distinctions between teaching these standards when applied to literary texts and when applied to informational texts. On the other hand, so as not to get overwhelmed with the quantity of standards, one would want to conceptualize them as a single set of 10 standards (rather than 20) with subtle instructional adjustments depending on the nature of the texts. The formatting of the Step-Ladder versions of the Reading standards with its grade-by-grade, side-by-side presentation of the Literature and Informational Text standards should contribute to this subtle yet important understanding.

•Writing Standards. Teachers have responded with sincere enthusiasm to the Writing Standards 1, 2 and 3, which spell out three distinct types of writing. Starting in 3rd grade, each standard is elaborated with at least 4-5 lettered items (a-d, a-e) that describe the elements or dimensions of that type of writing for the grade level. The original version of the Common Core standards and the version adapted and adopted by California did not provide headings or titles for these elements or dimensions; they were just listed with a corresponding letter (a-d or a-e). When we began developing the Step-Ladder versions of the Writing standards, we began to realize that in virtually all cases the items were lettered consistently from grade level to grade level: Item “a” focused on the same element of writing in every grade; item “b” focused on the same element of writing in every grade; and so on and so forth. As such we developed the Step-Ladder version in the form of a table with a column for each of the lettered items. This allowed teachers to read up or down the grade levels for the progression of each of the lettered items. As we piloted the Step-Ladder versions of the Writing Standards we began soliciting possible names or column headings for each of the letter items. Eventually, we converged on column headings for each lettered item for each type of writing. For example, for Informative/Explanatory Writing, the following column headings appear in the Step-Ladder version of Writing Standard 2: General Standard, Introduction and Organization, Development of Topic, Cohesion of Ideas, Precise Language, Formal Style, and Conclusion. We have provided similar column headings for the other two types of writing, as well: Arguments/Opinion Pieces (Standard 1) and Narratives (Standard 3). We do not mean these column headings to be definitive labels of the elements, but they are constructed with the most salient terms used on a grade-level by grade level basis and therefore we think they are informative and help make the writing standards increasingly comprehensible. The Step-Ladder versions of Writing Standards 1, 2 and 3 are formatted in landscape orientation so as to allow for the multiple columns, and they are published across to adjacent pages. Note: The actual number of lettered items varies from grade to grade; as such, we organized items into columns based on the content of the item (the element it was describing) rather than by letter. Writing standards for Kindergarten, 1st and 2nd grade do not have lettered items, but we parsed those standards into its constituent parts and assigned those parts to the most relevant columns (elements).

Language Standards. Language Standards 1 and 2 contain numerous lettered items—more at the lower grades and fewer at the upper grades, but several nonetheless. At one point, we began attempting to organize the lettered items into categories and started constructing a table version of the Step-Ladder with a column for each category of item. At this writing, we have not yet completed that work, at least not with sufficient confidence to publish it. However, we encourage readers to analyze Language Standards 1 and 2 with categories in mind, as it contributes to the understanding of those standards.

Foundational Reading Skills. The “Reading Standards: Foundational Skills” were not developed K-12 in correspondence to College and Career Readiness Anchor Standards. They were developed specifically for grades K-5, the grades when those foundational skills are taught and learned by most students. Nevertheless, we did include a Step-Ladder version of the Foundational Skills, including each relevant grade for each standard: 1) Print Concepts (K and 1st), 2) Phonological Awareness (K and 1st), 3) Phonics and Word Recognition (K-5th), and 4) Fluency (K-5th). The Step-Ladder version is formatted to fit on two adjacent pages in order to facilitate analysis, that is, to be able to see and review all standards and lettered items for all grades on two pages.

Note: **Boldface** indicates language added by California to the original Common Core ELA Standards.

Step Ladder Versions of California's 2010 Common Core Reading Standards

College and Career Readiness 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.

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|---|--|--|
| 11-12 | 1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| 9-10 | 1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 8 | 1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 7 | 1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 6 | 1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 5 | 1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 4 | 1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 3 | 1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 2 | 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 1 | 1 | Ask and answer questions about key details in a text. | Ask and answer questions about key details in a text. |
| K | 1 | With prompting and support, ask and answer questions about key details in a text. | With prompting and support, ask and answer questions about key details in a text. |

College and Career Readiness Anchor Standard for Reading #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|---|---|--|
| 11-12 | 2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 9-10 | 2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 8 | 2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 7 | 2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| 6 | 2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| 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. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| 4 | 2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| 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. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 2 | 2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 1 | 2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Identify the main topic and retell key details of a text. |
| K | 2 | With prompting and support, retell familiar stories, including key details. | With prompting and support, identify the main topic and retell key details of a text. |

College and Career Readiness Anchor Standard for Reading #3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|---|--|--|
| 11-12 | 3 | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/ archetypes are introduced and developed). | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| 9-10 | 3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| 8 | 3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| 7 | 3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| 6 | 3 | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| 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). | 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. |
| 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). | 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. |
| 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. | 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. |
| 2 | 3 | Describe how characters in a story respond to major events and challenges. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| 1 | 3 | Describe characters, settings, and major events in a story, using key details. | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| K | 3 | With prompting and support, identify characters, settings, and major events in a story. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |

College and Career Readiness 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.

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|---|---|---|
| 11-12 | 4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11/12 Language standards 4-6 on page 46 for additional expectations.) | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11/12 Language standards 4-6 on page 46 for additional expectations.) |
| 9-10 | 4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9/10 Language standards 4-6 on page 46 for additional expectations.) | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9/10 Language standards 4-6 on page 46 for additional expectations.) |
| 8 | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 on page 44 for additional expectations.) | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 on page 44 for additional expectations.) |
| 7 | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4-6 on page 44 for additional expectations.) | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 on page 44 for additional expectations.) |
| 6 | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4-6 on page 44 for additional expectations.) | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 on page 44 for additional expectations.) |
| 5 | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 on page 22 for additional expectations.) | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 on page 22 for additional expectations.) |
| 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). (See grade 4 Language standards 4-6 on page 22 for additional expectations.) | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 on page 22 for additional expectations.) |
| 3 | 4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 on page 22 for additional expectations.) | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 on page 22 for additional expectations.) |
| 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. (See grade 2 Language standards 4-6 on pages 19-20 for additional expectations.) | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 on pages 19-20 for additional expectations.) |
| 1 | 4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See also grade 1 Language 4-6.) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See also grade 1 Lang 4-6.) |
| K | 4 | Ask and answer questions about unknown words in a text. (See grade K Language 4-6.) | With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language 4-6.) |

College and Career Readiness 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.

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|---|---|--|
| 11-12 | 5 | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. |
| 9-10 | 5 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. |
| 8 | 5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. |
| 7 | 5 | Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. |
| 6 | 5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. |
| 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. | 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. |
| 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. | 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. |
| 3 | 5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| 2 | 5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | 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. |
| 1 | 5 | Explain major differences between books that tell stories and books that give info, drawing on a wide reading of a range of text types. | Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menu, icons) to locate key facts or information in a text. |
| K | 5 | Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). | Identify the front cover, back cover, and title page of a book. |

College and Career Readiness Anchor Standard for Reading #6: Assess how point of view or purpose shapes the content and style of a text.

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|---|--|---|
| 11-12 | 6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| 9-10 | 6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| 8 | 6 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 7 | 6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| 6 | 6 | Explain how an author develops the point of view of the narrator or speaker in a text. | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| 5 | 6 | Describe how a narrator's or speaker's point of view influences how events are described. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| 4 | 6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| 3 | 6 | Distinguish their own point of view from that of the narrator or those of the characters. | Distinguish their own point of view from that of the author of a text. |
| 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. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| 1 | 6 | Identify who is telling the story at various points in a text. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| K | 6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |

College and Career Readiness Anchor Standard for Reading #7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|---|---|--|
| 11-12 | 7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.). | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 9-10 | 7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| 8 | 7 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| 7 | 7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| 6 | 7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| 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, poem). | 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. |
| 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. | 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. |
| 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). | 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). |
| 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. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 1 | 7 | Use illustrations and details in a story to describe its characters, setting, or events. | Use the illustrations and details in a text to describe its key ideas. |
| 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). | 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). |

College and Career Readiness 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.

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|---|---------------------------------------|--|
| 11-12 | 8 | (Not applicable to literature) | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| 9-10 | 8 | (Not applicable to literature) | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| 8 | 8 | (Not applicable to literature) | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| 7 | 8 | (Not applicable to literature) | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| 6 | 8 | (Not applicable to literature) | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 5 | 8 | (Not applicable to literature) | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 4 | 8 | (Not applicable to literature) | Explain how an author uses reasons and evidence to support particular points in a text. |
| 3 | 8 | (Not applicable to literature) | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 2 | 8 | (Not applicable to literature) | Describe how reasons support specific points the author makes in a text. |
| 1 | 8 | (Not applicable to literature) | Identify the reasons an author gives to support points in a text. |
| K | 8 | (Not applicable to literature) | With prompting and support, identify the reasons an author gives to support points in a text. |

College and Career Readiness 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.

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|---|--|--|
| 11-12 | 9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| 9-10 | 9 | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| 8 | 9 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| 7 | 9 | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| 6 | 9 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| 5 | 9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| 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. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| 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). | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| 2 | 9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | Compare and contrast the most important points presented by two texts on the same topic. |
| 1 | 9 | Compare and contrast the adventures and experiences of characters in stories. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| K | 9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

College and Career Readiness Anchor Standard for Reading #10: Read and comprehend complex literary and informational texts independently and proficiently.

| Grade | # | K-12 Reading Standards for Literature | K-12 Reading Standards for Informational Text |
|-------|----|--|--|
| 11-12 | 10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |
| 9-10 | 10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. |
| 8 | 10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. | By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. |
| 7 | 10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| 6 | 10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| 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. | 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. |
| 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. | 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. |
| 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. | 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. |
| 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. | 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. |
| 1 | 10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text. | With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text. |
| K | 10 | Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text. | Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text. |

STEP LADDER VERSIONS OF CALIFORNIA'S 2010 COMMON CORE FOUNDATIONAL READING STANDARDS

1. Print Concepts: K & 1st

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

3. Phonics and Word Recognition: K – 5th

- K**
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - 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., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Note: *Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.
- 1st**
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - 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.
- 2nd**
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - 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.
- 3rd**
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade-appropriate irregularly spelled words.
- 4th**
3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 5th**
3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

2. Phonological Awareness: K & 1st

- K** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Blend two to three phonemes into recognizable words.**
 - 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/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Note: *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.*
- 1st** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

4. Fluency: K – 5th

- K** 4. Read emergent-reader texts with purpose and understanding.
- 1st** 4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 2nd** 4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 3rd** 4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Note: Standards for Print Concepts (1) and Phonological Awareness (2) apply only to grades 1 and 2.
- 4th** 4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 5th** 4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

STEP LADDER VERSIONS OF CALIFORNIA'S 2010 COMMON CORE WRITING STANDARDS

College and Career Readiness 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.

| Grade | General Standard | Introduction and Organization | Development of Claims | Cohesion of Claims, Reasons, Evidence | Formal Style | Conclusion |
|-------|---|---|---|--|---|---|
| 11-12 | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.** | **d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | f. Provide a concluding statement or section that follows from and supports the argument presented. |
| 9-10 | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counter-claims, reasons, and evidence. | b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. | c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | e. Provide a concluding statement or section that follows from and supports the argument presented. |
| 8th | 1. Write arguments to support claims with clear reasons and relevant evidence. | a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | d. Establish and maintain a formal style. | e. Provide a concluding statement or section that follows from and supports the argument presented. |
| 7th | 1. Write arguments to support claims with clear reasons and relevant evidence. | a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. | b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | d. Establish and maintain a formal style. | e. Provide a concluding statement or section that follows from and supports the argument presented. |

** Note: CA inserted the following for grades 11-12: c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

College and Career Readiness 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.

| Grade | General Standard | Introduction and Organization | Development of Claims | Cohesion of Claims, Reasons, Evidence | Formal Style | Conclusion |
|-------|--|--|---|---|---|--|
| 6th | 1. Write arguments to support claims with clear reasons and relevant evidence. | a. Introduce claim(s) and organize the reasons and evidence clearly. | b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | d. Establish and maintain a formal style. | e. Provide a concluding statement or section that follows from the argument presented. |
| 5th | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. | b. Provide logically ordered reasons that are supported by facts and details. | c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | | d. Provide a concluding statement or section related to the opinion presented. |
| 4th | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | b. Provide reasons that are supported by facts and details. | c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | | d. Provide a concluding statement or section related to the opinion presented. |
| 3rd | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. | a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | b. Provide reasons that support the opinion. | c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. | | d. Provide a concluding statement or section. |
| 2nd | 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., because, and, also) to connect opinion and reasons... | | and provide a concluding statement or section. |
| 1st | 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. |
| 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., My favorite book is . . .). | | | | |

College and Career Readiness 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.

| Grade | General Standard | Introduction and Organization | Development of Topic | Cohesion of Ideas, Concepts, Information | Precise Language and Vocabulary | Formal Style | Conclusion |
|-------|--|---|---|---|--|---|--|
| 11-12 | 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | a. Introduce a topic or thesis statement ; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| 9-10 | 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | a. Introduce a topic or thesis statement ; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. | e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| 8th | 2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | e. Establish and maintain a formal style. | e. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 7th | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | e. Establish and maintain a formal style. | f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |

College and Career Readiness 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.

| Grade | General Standard | Introduction and Organization | Development of Topic | Cohesion of Ideas, Concepts, Information | Precise Language and Vocabulary | Formal Style | Conclusion |
|-------|--|--|---|--|--|---|--|
| 6th | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | a. Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | c. Use appropriate transitions to clarify the relationships among ideas and concepts. | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | e. Establish and maintain a formal style. | f. Provide a concluding statement or section that follows from the information or explanation presented. |
| 5th | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | | e. Provide a concluding statement or section related to the information or explanation presented. |
| 4th | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | | e. Provide a concluding statement or section related to the information or explanation presented. |
| 3rd | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | b. Develop the topic with facts, definitions, and details. | c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | | | d. Provide a concluding statement or section. |
| 2nd | 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. |
| 1st | 2. Write informative/explanatory texts in which they... | name a topic,... | supply some facts about the topic, ... | | | | and provide some sense of closure. |
| 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. | | | | |

College and Career Readiness 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.

| Grade | General Standard | Beginning/Opening (Introduction) | Development of Experiences, Events, Characters through Narrative Techniques | Coherence of the Narrative/Sequence of Events | Precise Language and Description | Conclusion |
|-------|---|--|---|--|---|--|
| 11-12 | 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). | d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| 9-10 | 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| 8th | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. | d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| 7th | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |

College and Career Readiness 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.

| Grade | General Standard | Beginning/Opening (Introduction) | Development of Experiences, Events, Characters through Narrative Techniques | Coherence of the Narrative/Sequence of Events | Precise Language and Description | Conclusion |
|-------|---|--|--|--|--|---|
| 6th | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | e. Provide a conclusion that follows from the narrated experiences or events. |
| 5th | 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | e. Provide a conclusion that follows from the narrated experiences or events. |
| 4th | 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. | c. Use a variety of transitional words and phrases to manage the sequence of events. | d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | e. Provide a conclusion that follows from the narrated experiences or events. |
| 3rd | 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | d. Use temporal words and phrases to signal event order. | | d. Provide a sense of closure. |
| 2nd | 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. |
| 1st | 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. |
| 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. | | | |

College and Career Readiness Anchor Standard for Writing #4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

| Grade | Standards |
|-------|---|
| 11-12 | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 9-10 | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 8th | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 7th | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 6th | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 5th | 4. Produce clear and coherent writing (including multiple-paragraph texts) 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.) |
| 4th | 4. Produce clear and coherent writing (including multiple-paragraph texts) 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.) |
| 3rd | 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.) |
| 2nd | 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.) |
| 1st | 4. (Begins in Grade 2) |
| K | 4. (Begins in Grade 2) |

College and Career Readiness Anchor Standard for Writing #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

| Grade | Standards |
|-------|--|
| 11-12 | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 45.) |
| 9-10 | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 45.) |
| 8th | 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 43.) |
| 7th | 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 43.) |
| 6th | 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 43.) |
| 5th | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 18-19 and 20-21.) |
| 4th | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 18-19 and 20-21.) |
| 3rd | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 18-19 and 20-21.) |
| 2nd | 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 1st | 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. |
| K | 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |

College and Career Readiness Anchor Standard for Writing #6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

| Grade | Standards |
|-------|--|
| 11-12 | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| 9-10 | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| 8th | 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| 7th | 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| 6th | 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 5th | 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. |
| 4th | 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. |
| 3rd | 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. |
| 2nd | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| 1st | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| K | 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |

College and Career Readiness 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.

| Grade | Standards |
|-------|---|
| 11-12 | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 9-10 | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 8th | 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| 7th | 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| 6th | 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| 5th | 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| 4th | 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| 3rd | 7. Conduct short research projects that build knowledge about a topic. |
| 2nd | 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). |
| 1st | 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). |
| 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). |

College and Career Readiness 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.

| Grade | Standards |
|-------|---|
| 11-12 | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. |
| 9-10 | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. |
| 8th | 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| 7th | 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| 6th | 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| 5th | 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. |
| 4th | 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. |
| 3rd | 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| 2nd | 8. Recall information from experiences or gather information from provided sources to answer a question. |
| 1st | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| K | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

College and Career Readiness Anchor Standard for Writing #9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

| Grade | Standards | | |
|-------|--|---|--|
| 11-12 | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). | b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”). |
| 9-10 | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). | b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| 8th | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). | b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). |
| 7th | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). | a. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). |
| 6th | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). | b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| 5th | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | a. Apply grade 5 Reading standards 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]”). | b. Apply grade 5 Reading standards 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]”). |
| 4th | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | a. Apply grade 4 Reading standards 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].”). | b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| 3rd | 9. (Begins in grade 4) | | |

| | | | |
|-----|------------------------|--|--|
| 2nd | 9. (Begins in grade 4) | | |
| 1st | 9. (Begins in grade 4) | | |
| K | 9. (Begins in grade 4) | | |

College and Career Readiness 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.

| Grade | Standards |
|-------|--|
| 11-12 | 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. |
| 9-10 | 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. |
| 8th | 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. |
| 7th | 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. |
| 6th | 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. |
| 5th | 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. |
| 4th | 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. |
| 3rd | 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. |
| 2nd | 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. |
| 1st | 10. (Begins in grade 2) |
| K | 10. (Begins in grade 2) |

STEP LADDER VERSIONS OF CALIFORNIA'S 2010 COMMON CORE LANGUAGE STANDARDS

College and Career Readiness Anchor Standard for Language #1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

| Grade | Standards |
|-------|---|
| 11-12 | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (<i>e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage</i>) as needed.</p> |
| 9-10 | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |
| 8 | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p> |
| 7 | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> |
| 6 | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use all pronouns, including intensive pronouns (<i>e.g., myself, ourselves</i>), correctly.</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (<i>i.e., ones with unclear or ambiguous antecedents</i>).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> |
| 5 | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (<i>e.g., I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (<i>e.g., either/or, neither/nor</i>).</p> |
| 4 | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Write fluidly and legibly in cursive or joined italics.</p> <p>b. Use interrogative, relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> |

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| | <ul style="list-style-type: none">c. Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses.d. Use modal auxiliaries (<i>e.g., can, may, must</i>) to convey various conditions.e. Order adjectives within sentences according to conventional patterns (<i>e.g., a small red bag rather than a red small bag</i>).f. Form and use prepositional phrases.g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*h. Correctly use frequently confused words (<i>e.g., to, too, two; there, their</i>).* |
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| Grade | Standards |
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| 3 | <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. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Use reciprocal pronouns correctly. d. Form and use regular and irregular plural nouns. e. Use abstract nouns (<i>e.g., childhood</i>). f. Form and use regular and irregular verbs. g. Form and use the simple (<i>e.g., I walked; I walk; I will walk</i>) verb tenses. h. Ensure subject-verb and pronoun-antecedent agreement.* i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. j. Use coordinating and subordinating conjunctions. k. Produce simple, compound, and complex sentences. |
| 2 | <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. Create readable documents with legible print. b. Use collective nouns (<i>e.g., group</i>). c. Form and use frequently occurring irregular plural nouns (<i>e.g., feet, children, teeth, mice, fish</i>). d. Use reflexive pronouns (<i>e.g., myself, ourselves</i>). e. Form and use the past tense of frequently occurring irregular verbs (<i>e.g., sat, hid, told</i>). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (<i>e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). |
| 1 | <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 (<i>e.g., He hops; We hop</i>). d. Use personal (subject, object), possessive, and indefinite pronouns (<i>e.g., I, me, my; they, them, their, anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (<i>e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (<i>e.g., and, but, or, so, because</i>). h. Use determiners (<i>e.g., articles, demonstratives</i>). i. Use frequently occurring prepositions (<i>e.g., during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| K | <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/ (<i>e.g., dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (<i>e.g., who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (<i>e.g., to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. |

College and Career Readiness Anchor Standard for Language #2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

| Grade | Standards |
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| 11-12 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly. |
| 9-10 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. |
| 8 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly. |
| 7 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly. |
| 6 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly. |
| 5 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. |
| 4 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. |
| 3 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| 2 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| 1 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. |

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| | <ul style="list-style-type: none"> 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. |
| K | <ul style="list-style-type: none"> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun 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. |

College and Career Readiness 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.

| Grade | Standards |
|-------|---|
| 11-12 | <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |
| 9-10 | <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p> |
| 8 | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> |
| 7 | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> |
| 6 | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p> |
| 5 | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</p> |
| 4 | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> |
| 3 | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> |
| 2 | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p> |
| 1 | (Begins in grade 2) |
| K | (Begins in grade 2) |

College and Career Readiness 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.

| Grade | Standards |
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| 11-12 | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 9-10 | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) and continue to apply knowledge of Greek and Latin roots and affixes. c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 8 | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 7 | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 6 | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

| Grade | Standards |
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| 5 | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). 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 and to identify alternate word choices in all content areas. |
| 4 | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). 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 and to identify alternate word choices in all content areas. |
| 3 | <p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. 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>). 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>). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. |
| 2 | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. 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>). 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>). 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>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. |
| 1 | <p>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.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). |
| K | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ol style="list-style-type: none"> 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>). 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. |

College and Career Readiness Anchor Standard for Language #5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

| Grade | Standards |
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| 11-12 | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., <i>hyperbole, paradox</i>) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. |
| 9-10 | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., <i>euphemism, oxymoron</i>) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. |
| 8 | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. <i>verbal irony, puns</i>) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). |
| 7 | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). |
| 6 | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., <i>cause/effect, part/whole, item/category</i>) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>). |
| 5 | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., <i>synonyms, antonyms, homographs</i>) to better understand each of the words. |
| 4 | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| 3 | 5. Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). 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>). |
| 2 | 5. Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). |
| 1 | 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent. 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>). Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>). 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. |
| K | 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort common objects into categories (e.g., <i>shapes, foods</i>) to gain a sense of the concepts the categories represent Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. |

College and Career Readiness 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.

| Grade | Standards |
|-------|---|
| 11-12 | 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 9-10 | 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 8 | 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 7 | 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 6 | 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| 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 (<i>e.g., however, although, nevertheless, similarly, moreover, in addition</i>). |
| 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 (<i>e.g., quizzed, whined, stammered</i>) and that are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered when discussing animal preservation</i>). |
| 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 (<i>e.g., After dinner that night we went looking for them</i>). |
| 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 (<i>e.g., When other kids are happy that makes me happy</i>). |
| 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 (<i>e.g., I named my hamster Nibbles because she nibbles too much because she likes that</i>). |
| K | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |

STEP LADDER VERSIONS OF CALIFORNIA’S 2010 COMMON CORE SPEAKING AND LISTENING STANDARDS

College and Career Readiness 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.

| Grade | Standards |
|-------|--|
| 11-12 | <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11– 12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> |
| 9-10 | <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> |
| 8 | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> |
| 7 | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> |

| Grade | Standards |
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| 6 | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| 5 | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| 4 | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| 3 | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. |
| 2 | <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| 1 | <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. |
| K | <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. |

College and Career Readiness Anchor Standard for Speaking and Listening #2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

| Grade | Standards |
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| 11-12 | 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| 9-10 | 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| 8 | 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| 7 | 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| 6 | 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| 5 | 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 4 | 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 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. |
| 2 | 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. a. Give and follow three- and four-step oral directions. |
| 1 | 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. a. Give, restate, and follow simple two-step directions. |
| 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. a. Understand and follow one- and two-step oral directions. |

College and Career Readiness Anchor Standard for Speaking and Listening #3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

| Grade | Standards |
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| 11-12 | 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| 9-10 | 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 8 | 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| 7 | 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| 6 | 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 5 | 3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies . |
| 4 | 3. Identify the reasons and evidence a speaker or media source provides to support particular points. |
| 3 | 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 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. |
| 1 | 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| K | 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |

College and Career Readiness 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.

| Grade | Standards |
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| 11-12 | <p>4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)</p> <p>b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)</p> |
| 9-10 | <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)</p> <p>b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)</p> |
| 8 | <p>4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</p> |
| 7 | <p>4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.</p> |
| 6 | <p>4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.</p> |

| Grade | Standards |
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| 5 | <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.</p> <p>b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</p> |
| 4 | <p>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.</p> <p>a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</p> |
| 3 | <p>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.</p> <p>a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</p> |
| 2 | <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</p> |
| 1 | <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> |
| K | <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> |

College and Career Readiness 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.

| Grade | Standards |
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| 11-12 | 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 9-10 | 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 8 | 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| 7 | 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| 6 | 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| 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. |
| 4 | 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| 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. |
| 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. |
| 1 | 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| K | 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. |

College and Career Readiness 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.

| Grade | Standards |
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| 11-12 | 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) |
| 9-10 | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) |
| 8 | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) |
| 7 | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) |
| 6 | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |
| 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.) |
| 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.) |
| 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.) |
| 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.) |
| 1 | 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) |
| K | 6. Speak audibly and express thoughts, feelings, and ideas clearly. |