Underlined text indicates expectations at higher grade levels	Reading Standards for Literature (RL) and Informational Texts (RI) Reading Standards for Literacy in History and Social Studies (RH), Science and Technical Subjects (RST)													
SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Key Ideas and Details—1.1. Information and Evidence, Questions, Explicit and Inferential Comprehension														
	With prompting and support, ask and answer questions about key details in a text.	RI.1.1, RL.1.1											
Self Questioning	Ask and answer such questions as *who, what, where, when, why, and how* about/to demonstrate understanding of key details in a text.		RI.1.1, RL.1.1	RI.1.1, RL.1.1									
Self Questioning,	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				RI.1.1, RL.1.1								
Inference	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.					RI.1.1, RL.1.1							
Inference	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						RI.1.1, RL.1.1						
Inference, Question Exploration	Cite several pieces of/the textual evidence to support/that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.							RI.1.1, RL.1.1	RI.1.1, RL.1.1	RI.1.1, RL.1.1			
Question Exploration	Cite specific textual evidence to support analysis of primary and secondary sources.								RH.1.1				
Question Exploration	Cite specific textual evidence to support analysis of scientific and technical texts.								RST.1.1				
Question Exploration	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.										RI.1.1, RL.1.1	RI.1.1, RL.1.1	
Question Exploration	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information/connecting insights gained from specific details to an understanding of the text as a whole.										RH.1.1	RH.1.1	
Question Exploration	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions/attending to important distinctions the author makes and to any gaps or inconsistencies in the account.										RST.1.1	RST.1.1	
Key Ideas and Details—1.2 Main Ideas, Central Message, Theme														
Course Organizer may support application of skills in RI.1.2, RL.1.2, RH.1.2, and RST.1.2 re:understanding texts used in the course. ?														
	With prompting and support, identify the main topic and retell key details of a text.	RI.1.2											
	With prompting and support, retell familiar stories, including key details.	RL.1.2											
Paraphrasing, Framing	Identify the main topic and retell key details of a text.		RI.1.2										
Paraphrasing, Framing	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		RL.1.2										
Paraphrasing, Framing	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.			RL.1.2	RL.1.2								

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Fundamentals of Paraphrasing & Summarizing, Paraphrasing, Main Idea?, Framing	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.			RI.1.2									
Fundamentals of Paraphrasing & Summarizing, Paraphrasing, Main Idea, Framing	Determine the main idea(s) of a text; recount the key details and explain how they support the main idea.				RI.1.2								
Fundamentals of Paraphrasing & Summarizing, Paraphrasing, Main Idea, Framing	Determine the/two or more main idea(s) of a text and explain how it is/they are supported by key details; summarize the text.					RI.1.2	RI.1.2						
Fundamentals of Paraphrasing & Summarizing, Paraphrasing, Main Idea, Framing	Determine a theme of a story, drama, or poem from details in the text; summarize the text.					RL.1.2							
Fundamentals of Paraphrasing & Summarizing, Main Idea?, Framing	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.						RL.1.2						
Survey, Order, Framing, Question Exploration?	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.							RI.1.2					
Survey, Order, Framing, Question Exploration?	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.							RL1.2					
Survey, Order, Framing, Question Exploration?	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.								RI.1.2				
Survey, Order, Framing, Question Exploration?	Determine a theme or central idea in 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.								RL1.2	RL1.2			
Survey, Order, Framing, Question Exploration?	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.									RI.1.2			

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Main Idea?, Survey, Order, Framing, Question Exploration?	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the text distinct from prior knowledge or opinions.								RH.1.2				
Main Idea?, Survey, Order, Framing, Question Exploration?	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.								RST.1.2				
Survey, Order, Framing, Question Exploration?	Determine a theme/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.										RI.1.2. RL.1.2		
Survey, Order, Framing, Question Exploration?	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.											RI.1.2, RL.1.2	
Survey, Order, Framing, Question Exploration?	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text/that makes clear the relationships among the key details and ideas.										RH.1.2	RH.1.2	
Survey, Order, Framing, Question Exploration?	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text/summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.										RST.1.2	RST.1.2	
Key Ideas and Details—1.3 Development, Process, Cause/Effect													
	Unit and Lesson Organizer may support application of skills in RI.1.3, RL.1.3, RH.1.3, and RST.1.3 re: understanding texts used in the course.												
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3											
	With prompting and support,identify characters, settings, and major events in a story.	RL.1.3											
	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		RI.1.3										
	Describe characters, settings, and major events in a story, using key details.		RL.1.3										
Order, Cause Effect, Framing	Describe the connection/relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			RI.1.3	RI.1.3								
Visual Imagery, Cause Effect, Framing	Describe how characters in a story respond to major events and challenges.			RL.1.3									
Visual Imagery, Cause Effect, Framing	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.				RL.1.3								
Order?, Cause Effect, Question Exploration, Framing	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.					RI.1.3							

Beech, 2014

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Visual Imagery, Cause Effect, Question Exploration, Framing	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).					RL.1.3							
Order?, Cause Effect, Question Exploration, Framing	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.						RI.1.3						
Question Exploration, Framing	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).						RL.1.3						
Question Exploration, Framing	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).							RI.1.3					
Cause Effect, Question Exploration	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.							RL.1.3					
Question Exploration, Cause Effect, Framing	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).								RI.1.3				
Question Exploration, Cause Effect, Framing	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).								RL.1.3				
Question Exploration, Cause Effect, Order, Framing	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).									RI.1.3			
Question Exploration, Framing	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.									RL.1.3			
Order	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).								RH.1.3				
	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.								RST.1.3				
Question Exploration, Cause Effect, Order?	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.										RI.1.3		
Question Exploration	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.										RL.1.3		
Order?, Cause Effect, Question Exploration	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.										RH.1.3		
	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.										RST.1.3		

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Question Exploration Cause Effect	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.											RI.1.3	
Question Exploration, Cause Effect?	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 are introduced and developed).											RL.1.3	
Question Exploration, Cause Effect	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.											RH.1.3	
Question Exploration, Cause Effect	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.											RST.1.3	
Craft and Structure: 2.4. Word and Phrase Meaning and Concepts													
	With prompting and support, ask and answer questions about unknown words in a text.	RI.2.4, RL.2.4											
	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		RI.2.4										
	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		RL.2.4										
LINCS Strategy, LINCing Routine, Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a [grade specific] topic or subject area.			RI.2.4	RI.2.4	RI.2.4	RI.2.4						
	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			RL.2.4									
LINCS Strategy LINCing Routine, Clarify	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				RL.2.4								
LINCS Strategy, LINCing Routine, Clarify	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).					RL.2.4							
LINCS Strategy, LINCing Routine, Clarify	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.						RL.2.4						
LINCS Strategy, LINCing Routine, Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	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.							RI.2.4	RI.2.4				
LINCS Strategy, LINCing Routine, Clarify	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, / 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.							RL.2.4	RL.2.4				

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
LINCS Strategy, LINCing Routine, Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	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.									RI.2.4, RL.2.4			
LINCS Strategy, LINCing Routine, Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.								RH.2.4				
LINCS Strategy, LINCing Routine, Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.								RST2.4				
LINCS Strategy, LINCing Routine, Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	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)/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).										RI.2.4	RI.2.4	
LINCS Strategy, LINCing Routine, Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	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)/ including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)										RL.2.4	RL.2.4	
LINCS Strategy, LINCing Routine, Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science,/ including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).										RH.2.4	RH.2.4	

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
LINCS Strategy, LINCing Routine, Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to [grade-specific] texts and topics.										RST.2.4	RST.2.4	
Craft and Structure—2.5. Text Types, Structures, and Relationships													
	Course, Unit, and Lesson Organizer may support application of skills in RI.2.5, RL.2.5, RH.2.5, and RST.2.5 re:understanding texts. ?												
	Identify the front cover, back cover, and title page of a book.	RI.2.5											
	Recognize common types of texts (e.g., storybooks, poems).	RL.2.5											
	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons;/ captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and search tools (e.g., key words, sidebars, hyperlinks) to locate key facts or information in a text efficiently.		RI.2.5	RI.2.5	RI.2.5								
	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		RL.2.5										
	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			RL.2.5									
	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.				RL.2.5								
Order, Cause Effect, Concept Comparison, Framing	Describe/compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a/two or more text(s).					RI.2.5	RI.2.5						
Framing	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.					RL.2.5							
Framing	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.						RL.2.5						
Order, Cause Effect, Survey?	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.							RI.2.5					
Framing	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.							RL.2.5					
Order, Cause Effect, Framing?	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.								RI.2.5				
Framing?	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.								RL.2.5				
Order, Cause Effect	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.									RI.2.5			
Framing, Question Exploration	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.									RL.2.5			
Order, Cause Effect, Survey, Framing	Describe how a text presents information (e.g., sequentially, comparatively, causally).								RH.2.5				

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Order, Cause Effect, Survey, Question Exploration, Framing	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and an understanding of the topic.								RST.2.5				
Order, Cause Effect, Question Exploration, Survey?	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).										RI.2.5		
Order, Question Exploration	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.										RL.2.5		
Order, Cause Effect, Survey	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.										RH.2.5		
Order, Cause Effect, Survey	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).										RST.2.5		
Question Exploration	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.											RI.2.5	
Question Exploration?	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.											RL.2.5	
Survey, Order??	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.											RH.2.5	
Survey, Order?	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.											RST.2.5	
Craft and Structure—2.6. Author's Purpose and Point of View													
	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI.2.6											
	With prompting and support, identify the author and illustrator of a text and define the role of each in telling the story.	RL.2.6											
	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		RI.2.6										
	Identify who is telling the story at various points in a text.		RL.2.6										
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			RI.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.			RI.2.6									
	Distinguish their own point of view from that of the author of a text.				RI.2.6								
	Distinguish their own point of view from that of the narrator or those of the characters.				RL.2.6								
Framing, Question Exploration	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.						RI.2.6						
Framing, Question Exploration	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.						RL.2.6						
Framing, Question Exploration	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.							RI.2.6					
Framing, Question Exploration	Describe how a narrator's or speaker's point of view influences how events are described.							RL.2.6					

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Framing, Question Exploration	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text, <u>and analyze how the author distinguishes his or her position from that of others.</u>							RI.2.6	RI.2.6				
Question Exploration	Explain how an author develops the point of view of the narrator or speaker in a text.							RL.2.6					
Question Exploration	Analyze how an author develops and the points of view of different characters or narrators in a text.								RL.2.6				
Question Exploration	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.									RI.2.6			
Question Exploration	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.									RL.2.6			
Question Exploration, Framing	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).								RH.2.6				
Question Exploration, Framing	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text<u>, defining the question the author seeks to address</u>/ <u>identifying important issues that remain unresolved.</u>								RST.2.6		RST.2.6	RST.2.6	
Question Exploration	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.									RI.2.6			
Question Exploration	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.									RL.2.6			
Question Exploration	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.									RH.2.6			
Question Exploration	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.											RI.2.6	
Question Exploration	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).											RL.2.6	
Question Exploration	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.											RH.2.6	
Integration of Knowledge and Ideas—3.7 Evaluation, Comparison, Integration of Information													
	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).	RI.3.7											
	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).	RL.3.7											
Framing	Use the illustrations and details in a text to describe its key ideas.		RI.3.7										
Framing	Use the illustrations and details in a story to describe its characters, setting, or events.		RL.3.7										
	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			RI.3.7									
Framing	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			RL.3.7									
Framing	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).				RI.3.7								
	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).				RL.3.7								
	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.						RI.3.7						
	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.						RL.3.7						
	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.						RI.3.7						

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
	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).							RL.3.7					
	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.							RI.3.7					
Framing, Question Exploration	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.							RL.3.7					
Framing, Question Exploration	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).								RI.3.7				
Framing, Question Exploration	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).								RL.3.7				
Framing	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.								RI.3.7				
Framing	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.								RL.3.7				
Question Exploration	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.								RH.3.7				
Question Exploration	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).								RST.3.7				
Question Exploration	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.									RI.3.7			
Question Exploration	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).									RL.3.7			
	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.									RH.3.7			
	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.									RST.3.7			
Question Exploration	Integrate and evaluate multiple sources of information presented in different media or formats/diverse formats and media (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.										RI.3.7, RH.3.7, RST.3.7		
Question Exploration	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.)										RL.3.7		
Integration of Knowledge and Ideas—3.8 Argumentation, Claims, Evaluations													
	With prompting and support, identify the reasons an author gives to support points in a text.	RI.3.8											
	Identify the reasons an author gives to support points in a text.		RI.3.8										
	Describe how an author uses reasons to support specific points in the text.			RI.3.8									
Cause Effect	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).				RI.3.8								
Cause Effect, Framing	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).					RI.3.8	RI.3.8						
Framing, Cause Effect, Question Exploration?	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.							RI.3.8					
Cause Effect, Question Exploration	Trace/Delineate 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; recognize when irrelevant evidence is introduced.								RI.3.8	RI.3.8			
Framing	Distinguish among fact, opinion, and reasoned judgment in a text.								RH.3.8				

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Framing, Question Exploration	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.								RST.3.8				
Question Exploration	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.								RI.3.8				
Cause Effect, Question Exploration	Assess the extent to which the reasoning and evidence in a text support the author's claims.								RH.3.8				
Cause Effect, Question Exploration	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.								RST.3.8				
Question Exploration	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).											RI.38	
Question Exploration	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.											RH.3.8	
Question Exploration	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.											RST.38	
Integration of Knowledge and Ideas—3.9 Comparison and Contrast													
	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.3.9											
	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL.3.9											
Framing	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		RI.3.9										
Framing	Compare and contrast the adventures and experiences of characters in stories.		RL.3.9										
Framing, Question Exploration	Compare and contrast the most important points <u>and key details</u> presented by two texts on the same topic.			RI.3.9	RI.3.9								
Framing, Question Exploration	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.				RL.3.9								
Framing, Question Exploration	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).					RL.3.9							
Framing, Question Exploration	Integrate information from two/<u>several </u>texts on the same topic in order to write or speak about the subject knowledgeably.					RI.3.9	RI.3.9						
Framing, Question Exploration	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.						RL.3.9						
Framing, Question Exploration	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.						RL.3.9						
Framing, Question Exploration	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).							RI.3.9					

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Framing, Question Exploration	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in their approaches to similar themes and topics.							RL.3.9					
Framing, Question Exploration	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.								RI.3.9				
Framing, Question Exploration	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.								RL.3.9				
Framing, Question Exploration	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.									RI.3.9			
Framing, Question Exploration	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.									RL.3.9			
Framing, Question Exploration	Analyze the relationship between a primary and secondary source on the same topic.								RH.3.9				
Framing, Question Exploration	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.								RST.3.9				
Framing, Question Exploration	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.										RI.3.9		
Framing, Question Exploration	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).										RL.3.9		
Framing, Question Exploration	Compare and contrast treatments of the same topic in several primary and secondary sources.										RH.3.9		
Framing, Question Exploration	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.										RST.3.9		
Question Exploration	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.											RI.3.9	
Question Exploration	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.											RL.3.9	
Question Exploration	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.											RH.3.9	
Question Exploration	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.											RST.3.9	
Range of Reading—4.10													
	Actively engage in group reading activities with purpose and understanding.	RI.4.10, RL.4.10											
	With prompting and support, read informational texts appropriately complex for grade 1.		RI.4.10										
	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		RL.4.10										

SIM	Note: Structure Your Reading supports the application of Reading Comprehension Standards.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3; 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			RI.4.10		RI.4.10							
	By the end of the year/grade 9/grade 11, read and comprehend literature, including stories and poetry, in the grades 2–3; 4–5; 6–8; 9–10; 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			RL.4.10		RL.4.10		RL.4.10	RL.4.10		RL.4.10	RL.4.10	
	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3; 4–5 text complexity band independently and proficiently.				RI.4.10		RI.4.10						
	By the end of the year/ grade 10/ grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3; 4–5; 6–8; 9–10; 11-CCR text complexity band independently and proficiently.				RL.4.10		RL.4.10			RL.4.10	RL.4.10	RL.4.10	
	By the end of the year/grade 9/ grade 11 read and comprehend literary nonfiction in the grades 6–8; 9–10; 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.							RI.4.10	RI.4.10		RI.4.10	RI.4.10	
	By the end of the year/grade 10/ grade 12, read and comprehend literary nonfiction at the high end of the grades 6–8; 9–10; 11–CCR text complexity band independently and proficiently.								RI.4.10	RI.4.10	RI.4.10		
	By the end of grade 8/grade 10/ grade 12, read and comprehend history/social studies texts in the grades 6–8; 9–10; 11–CCR text complexity band independently and proficiently.								RH.4.10		RH.4.10	RH.4.10	
	By the end of grade 8/grade 10/ grade 12 read and comprehend science/technical texts in the grades 6–8; 9–10; 11-12 text complexity band independently and proficiently.								RST.4.10		RST.4.10	RST.4.10	

SIM	C= Continue application and expectation of mastery in all future grade levels	K	1	2	3	4	5	6	7	8	9&10	11&12	Comments

Reading Standards: Foundational Skills

SIM	C= Continue application and expectation of mastery in all future grade levels	K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
RF.1.1 Print Concepts													
	Demonstrate understanding of the organization and basic features of print.	RF.1.1	RF.1.1										
	Follow words from left to right, top to bottom, and page by page.	RF.1.1.a	C										
	Recognize that spoken words are represented in written language by specific sequences of letters.	RF.1.1.b	C										
	Understand that words are separated by spaces in print.	RF.1.1.c	C										
	Recognize and name all upper- and lowercase letters of the alphabet.	RF.1.1.d	C										
	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		RF.1.1.a	C									
RF.2.2 Phonological Awareness													
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.2.2	RF.2.2				C						
	Recognize and produce rhyming words.	RF.2.2.a		C									
	Count, pronounce, blend, and segment syllables in spoken words.	RF.2.2.b		C									
	Blend and segment onsets and rimes of single-syllable spoken words.	RF.2.2.c		C									
	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/.)	RF2.2.d		C									
	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.2.2.e		C									
	Distinguish long from short vowel sounds in spoken single-syllable words.		RF.2.2.a		C								
	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		RF.2.2.b		C								
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		RF.2.2.c		C								

SIM	C= Continue application and expectation of mastery in all future grade levels	K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		RF.2.2.d					C					

RF.3.3 Phonics and Word Recognition

SIM		K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3	RF.3.3	RF.3.3	RF.3.3	RF.3.3	RF.3.3			C			
	Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	RF.3.3.a					C						
	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.3.3.b					C						
	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.3.3.c					C						
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.3.3.d					C						
	Know the spelling-sound correspondences for common consonant digraphs.		RF.3.3.a					C						
	Decode regularly spelled one-syllable words.		RF.3.3.b					C						
	Know the final -e and common vowel team conventions for representing long vowel sounds.		RF.3.3.c					C						
	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		RF.3.3.d					C						
	Decode two-syllable words following basic patterns by breaking the words into syllables.		RF.3.3.e					C						
	Read words with inflectional endings.		RF.3.3.f					C						
	Recognize and read grade-appropriate irregularly spelled words.		RF.3.3.f					C						
	Distinguish long and short vowels when reading regularly spelled one-syllable words.			RF.3.3.a					C					
	Know spelling-sound correspondences for additional common vowel teams.			RF.3.3.b					C					
	Decode regularly spelled two-syllable words with long vowels.			RF.3.3.c					C					
	Decode words with common prefixes and suffixes.			RF.3.3.d					C					
	Identify words with inconsistent but common spelling-sound correspondences.			RF.3.3.e					C					
	Recognize and read grade-appropriate irregularly spelled words.			RF.3.3.f					C					

SIM	C= Continue application and expectation of mastery in all future grade levels	K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
Word Identification	Identify and know the meaning of the most common prefixes and derivational suffixes.				RF.3.3.a				C				
Word Identification	Decode words with common Latin suffixes.				RF.3.3.b				C				
Word Identification	Decode multisyllable words.				RF.3.3.c				C				
	Read grade-appropriate irregularly spelled words.				RF.3.3.d				C				
Word Identification Word Mapping	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.					RF.3.3.a	RF.3.3.a			C			
RF.4.4 Fluency													
	Read emergent-reader texts with purpose and understanding.	RF.4.4											
	Read with sufficient accuracy and fluency to support comprehension.		RF.4.4	RF.4.4	RF.4.4	RF.4.4			C				
	Read on-level text with purpose and understanding.		RF.4.4.a	RF.4.4.a	RF.4.4.a	RF.4.4.a			C				
	Read on-level text/ prose and poetry orally with accuracy, appropriate rate, and expression on successive		RF.4.4.b	RF.4.4.b	RF.4.4.b	RF.4.4.b			C				
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		RF.4.4.c	RF.4.4.c	RF.4.4.c	RF.4.4.c			C				

Underlined expectations required at higher grade level	Writing Standards: Text Types and Purposes												
	Note: Standards are organized by content; the content of some standards is separated by components. Framing and Question Exploration Routines are included for use in planning writing.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Text Types and Purposes—W.1.1 Opinion													
	Use a combination of drawing, dictating, and writing.	W.1.1											
Paragraph Writing, Fundamentals Theme Writing	Compose/Write opinion pieces.	W.1.1	W.1.1	W.1.1									
Paragraph Writing, Fundamentals Theme Writing	Write opinion pieces on topics or texts, supporting an opinion or point of view with reasons and information.				W.1.1	W.1.1	W.1.1						
Paragraph Writing, Fundamentals Theme Writing	Write arguments to support claims with clear reasons and relevant evidence.							W.1.1	W.1.1	W.1.1			
Paragraph Writing, Fundamentals Theme Writing	Write arguments focused on *discipline-specific content*.								WHST 1.1		WHST 1.1	WHST 1.1	
	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.										W.1.1	W.1.1	
	Introduction												
Paragraph Writing, Fundamentals Theme Writing	Tell a reader/Introduce the topic or name of book/text they are writing about.	W.1.1	W.1.1	W.1.1	W.1.1.a								
Paragraph Writing	State an opinion or preference/point of view about the topic or book (e.g., My favorite book is…).	W.1.1	W.1.1	W.1.1	W.1.1.a	W.1.1.a	W.1.1.a						
Paragraph Writing, Fundamentals Theme Writing	Introduce a topic or text clearly.					W.1.1.a	W.1.1.a						
Paragraph Writing, Fundamentals Theme Writing	Introduce claim(s).							W.1.1.a	W.1.1.a	W.1.1.a			
Paragraph Writing, Fundamentals Theme Writing	Introduce claim(s) about a topic or an issue.								WHST 1.1				
	Introduce precise claim(s).										W.1.1.a, WHST.1.1.a		

	Note: Standards are organized by content; the content of some standards is separated by components. Framing and Question Exploration Routines are included for use in planning writing.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s).											W.1.1.a, WHST.1.1.a	
Details													
Paragraph Writing	Supply a reason(s)for/that support the opinion.		W.1.1	W.1.1									
Paragraph Writing, Fundamentals Theme Writing	Provide reasons that support the opinion.				W.1.1.b								
Paragraph Writing, Fundamentals Theme Writing	Provide logically ordered reasons that are supported by facts and details.					W.1.1.b	W.1.1.b						
Paragraph Writing, Fundamentals Theme Writing	Support claim(s) with clear reasons/logical reasoning and relevant evidence.							W.1.1.b	W.1.1.b	W.1.1.b			
Paragraph Writing, Fundamentals Theme Writing	Support claim(s) with logical reasoning and relevant, accurate data and evidence.							WHST.1.1.b					
Paragraph Writing, Fundamentals Theme Writing	Using accurate, credible sources and demonstrating an understanding of the topic or text.							W.1.1.b	W.1.1.b	W.1.1.b			
Paragraph Writing, Fundamentals Theme Writing	that demonstrate an understanding of the topic or text, using credible sources,							WHST.1.1.b					
	Acknowledge/ and distinguish claim(s) from alternate or opposing claims.								W.1.1.a	W.1.1.a	W.1.1.a	W.1.1.a	
	Acknowledg/e and distinguish claim(s) from alternate or opposing claims.									WHST.1.1.a	WHST.1.1.a	WHST.1.1.a	
	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.										W.1.1.b	W.1.1.b	
	Develop claim(s) and counterclaims fairly and thoroughly, supplying data and the most relevant evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.										WHST.1.1.b	WHST.1.1.b	
Organization													
Paragraph Writing, Fundamentals Theme Writing	Create an organizational structure that lists reasons.				W.1.1.a								

	Note: Standards are organized by content; the content of some standards is separated by components. Framing and Question Exploration Routines are included for use in planning writing.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Paragraph Writing, Fundamentals Theme Writing, Framing	Create an organizational structure in which related ideas are <u>logically</u> grouped to support the writer's purpose.					W.1.1.a	W.1.1.a						
Paragraph Writing, Fundamentals Theme Writing, Framing	Organize reasons and evidence clearly/<u>logically</u>							W.1.1.a	W.1.1.a	W.1.1.a			
Paragraph Writing, Fundamentals Theme Writing, Framing	Organize the reasons and evidence logically								WHST.1.1.a				
Fundamentals Theme Writing, Framing?	Create an organization that establishes clear relationships among/<u>logically sequences</u> claim(s), counterclaims, reasons, and evidence.										W.1.1.a, WHST.1.1.a	W.1.1.a, WHST.1.1.a	
	Transitions												
Paragraph Writing	Use linking words (transition words/conjunctions, e.g., because, and, also;/ <u>because, therefore, since, for example;</u>) <u>and phrases</u> to connect opinion and reasons.			W.1.1	W.1.1.c								
Paragraph Writing, Fundamentals Theme Writing	Link opinion and reasons using words, phrases (e.g., *for instance, in order to, in addition*), <u>and clauses</u> (e.g., *consequently, specifically*).					W.1.1.c	W.1.1.c						
Paragraph Writing, Fundamentals Theme Writing	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.							W.1.1.c					
Paragraph Writing, Fundamentals Theme Writing	Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, <u>counterclaims,</u> reasons, and evidence.								W.1.1.c	W.1.1.c			
Paragraph Writing, Fundamentals Theme Writing	Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.								WHST.1.1.c				
Fundamentals Theme Writing	Use words, phrases, and clauses <u>as well as varied syntax</u> 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.										W.1.1.c, WHST.1.1.c	W.1.1.c, WHST.1.1.c	
	Conclusion												
	Provide some sense of closure.		W.1.1										
Paragraph Writing	Provide a concluding statement or section.			W.1.1	W.1.1.d								

	Note: Standards are organized by content; the content of some standards is separated by components. Framing and Question Exploration Routines are included for use in planning writing.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Paragraph Writing, Fundamentals Theme Writing	Provide a concluding statement or section related to the opinion presented.					W.1.1.d	W.1.1.d						
Fundamentals Theme Writing	Provide a concluding statement or section that follows from and supports the argument presented.							W.1.1.e	W.1.1.e	W.1.1.e	W.1.1.e	W.1.1.e	
Fundamentals Theme Writing	Provide a concluding statement or section that follows from and supports the argument presented.								WHST.1.1.e		WHST.1.1.e	WHST.1.1.e	
	Other												
	Establish and maintain a formal style.							W.1.1.d	W.1.1.d	W.1.1.d			
	Establish and maintain a formal style.								WHST.1.1.d				
	Establish and maintain a formal style and an objective tone.										W.1.1.d, WHST.1.1.d	W.1.1.d, WHST.1.1.d	
	While attending to the norms and conventions of the discipline in which they are writing.										W.1.1.d, WHST.1.1.d	W.1.1.d, WHST.1.1.d	
Text Types and Purposes—W.1.2 Informative/Explanatory													
	Use a combination of drawing, dictating, and writing.	W.1.2											
Paragraph Writing, Fundamentals Theme Writing	Compose/Write informative/explanatory texts.	W.1.2	W.1.2	W.1.2	W.1.2	W.1.2	W.1.2	W.1.2	W.1.2	W.1.2	W.1.2	W.1.2	
Paragraph Writing, Fundamentals Theme Writing	Examine a topic and convey ideas, and information clearly.				W.1.2	W.1.2	W.1.2						
Fundamentals Theme Writing	Examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content.							W.1.2	W.1.2	W.1.2	W.1.2	W.1.2	
Fundamentals Theme Writing	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.								WHST 1.2		WHST 1.2	WHST 1.2	
	Introduction												
Paragraph Writing, Fundamentals	Name what they are writing about/the topic.	W.1.2	W.1.2										
Fundamentals Theme Writing	Introduce a topic clearly.				W.1.2	W.1.2.a	W.1.2.a	W.1.2.a			W.1.2.a, WHST.1.2.a	W.1.2.a, WHST.1.2.a	
	Provide a general observation and focus.						W.1.2.a						
Fundamentals Theme Writing	Introduce a topic clearly, previewing what is to follow.								W.1.2.a	W.1.2.a			
Fundamentals Theme Writing	Introduce a topic clearly, previewing what is to follow.								WHST.1.2.a				
	Organization												
Fundamentals Theme Writing	Group related information together in paragraphs and sections/ logically.				W.1.2.a	W.1.2.a	W.1.2.a						

	Note: Standards are organized by content; the content of some standards is separated by components. Framing and Question Exploration Routines are included for use in planning writing.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Fundamentals Theme Writing, Question Exploration	Organize ideas, concepts, information, using strategies such as definition, classification, comparison/contrast, and cause/effect.							W.1.2.a	W.1.2.a				
Fundamentals Theme Writing	Organize ideas, concepts, and information into broader categories.									W.1.2.a			
Fundamentals Theme Writing	Organize ideas, concepts, and information into broader categories, as appropriate to achieving purpose.								WHST.1.2.a				
Fundamentals Theme Writing, Question Exploration	Organize complex ideas, concepts, and information to make make important connections and distinctions/ so that each new element builds on that which precedes it to create a unified whole.										W.1.2.a, WHST.1.2.a	W.1.2.a, WHST.1.2.a	
	Formatting												
	Include illustrations when useful to aiding comprehension.					W.1.2.a							
	Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.							W.1.2.a	W.1.2.a				
	Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.								W.1.2.a	W.1.2.a	W.1.2.a		
	Include formatting (e.g., headings), graphics (e.g., charts/figures, tables), and multimedia when useful to aiding comprehension.									WHST.1.2.a	W.1.2.a, WHST.1.2.a	W.1.2.a, WHST.1.2.a	
	Details												
Paragraph Writing	Supply some information/facts about the topic.	W.1.2	W.1.2										
Paragraph Writing	Use facts and definitions to develop points.			W.1.2									
Paragraph Writing	Develop topic with facts, definitions, and details.				W.1.2.b								
Fundamentals Theme Writing	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples related to the topic.							W.1.2.b	W.1.2.b	W.1.2.b	W.1.2.b	W.1.2.b	
Fundamentals Theme Writing	Develop the topic with relevant, well-chosen, and sufficient facts, definitions, concrete details, quotations, or other information and examples related to the topic/ appropriate to the audience's knowledge of the topic.								WHST.1.2.b		W.1.2.b, WHST.1.2.b		
Fundamentals Theme Writing	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.											W.1.2.b, WHST.1.2.b	
	Transitions												
Paragraph Writing	Use linking words and phrases [transitions/conjunctions](e.g., also, another, and, more, but) to connect ideas within categories of information.					W.1.2.c							
Paragraph Writing, Fundamentals Theme Writing	Link ideas within and across categories of information using words, phrases (e.g., *another, for example, also, because*), and clauses (in contrast, especially).						W.1.2.c	W.1.2.c					
Paragraph Writing, Fundamentals Theme Writing	Use appropriate transitions to clarify the relationships among ideas and concepts.								W.1.2.c	W.1.2.c			

	Note: Standards are organized by content; the content of some standards is separated by components. Framing and Question Exploration Routines are included for use in planning writing.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Paragraph Writing, Fundamentals Theme Writing	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.									W.1.2.c			
Paragraph Writing, Fundamentals Theme Writing	Use appropriate and varied transitions to create cohesion and clarify the relationship among ideas and concepts.								WHST.1.2.c				
Fundamentals Theme Writing	Use appropriate and varied transitions <u>and syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.										W.1.2.c	W.1.2.c	
Fundamentals Theme Writing	Use varied transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts.										WHST.1.c	WHST.1.c	
Conclusion													
Paragraph Writing	Provide some sense of closure.		W.1.2										
Paragraph Writing, Fundamentals Theme Writing	Provide a concluding statement or section <u>related to/that follows from the information or explanation presented.</u>			W.1.2	W.1.2.d	W.1.2.e	W.1.2.e						
Paragraph Writing, Fundamentals Theme Writing	Provide a concluding statement or section that follows from and supports the information and explanation presented <u>(e.g., articulating implications or the significance of the topic).</u>							W.1.2.f	W.1.2.f	W.1.2.f	W.1.2.f	W.1.2.f	
Paragraph Writing, Fundamentals Theme Writing	Provide a concluding statement or section that follows from and supports the information and explanation presented <u>(e.g., articulating implications or the significance of the topic).</u>								WHST.1.2.f		WHST.1.2.f	WHST.1.2.e	
Other													
	Use precise language and domain-specific vocabulary to inform about or explain the topic.					W.1.2.d	W.1.2.d	W.1.2.d	W.1.2.d	W.1.2.d			
	Use precise language and domain-specific vocabulary to inform about or explain the topic.							WHST.1.2.d					
	Use precise language and domain-specific vocabulary, <u>and techniques such as metaphor, simile and analogy</u> to manage the complexity of the topic.										W.1.2.d	W.1.2.d	
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.										WHST.1.2.d	WHST.1.2.d	
	Establish and maintain a formal style							W.1.2.e	W.1.2.e	W.1.2.e			
	Establish and maintain a formal style and objective tone.								WHST.1.2.e		W.1.2.e, WHST.1.2.e	W.1.2.e	
	While attending to the norms and conventions of the discipline in which they are writing.										W.1.2.e, WHST.1.1.e	W.1.2.e	
Text Types and Purposes—W.1.3 Narratives													
	Use a combination of drawing, dictating, and writing.	W.1.3											

	Note: Standards are organized by content; the content of some standards is separated by components. Framing and Question Exploration Routines are included for use in planning writing.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
New Strategy: 3, 4, 5-Paragraph Stories*	Write narratives.		W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	
Paragraph Writing	Narrate a single event or several loosely linked events.	W.1.3											
Paragraph Writing	Recount two or more appropriately sequenced events.		W.1.3										
Paragraph Writing	Recount a well-elaborated event or short sequence of events.			W.1.3									
Paragraph Writing	Develop real or imagined experiences or events.				W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	
	Introduction												
*	Establish a situation.				W.1.3.a								
*	Engage and orient the reader by establishing a situation/ context .					W.1.3.a	W.1.3.a	W.1.3.a	W.1.3.a	W.1.3.a			
*	Engage and orient the reader by setting out a problem, situation, or observation and its significance.										W.1.3.a	W.1.3.a	
Paragraph Writing	Establish a context and one or multiple point(s) of view.								W.1.3.a	W.1.3.a	W.1.3.a	W.1.3.a	
*	Introduce a narrator and/or characters.					W.1.3.a	W.1.3.a	W.1.3.a	W.1.3.a	W.1.3.a	W.1.3.a	W.1.3.a	
	Details and descriptive writing												
Paragraph Writing	Include some details regarding what happened.		W.1.3										
Paragraph Writing	Include details to describe actions, thoughts, and feelings.			W.1.3	W.1.3.b								
Paragraph Writing	Use relevant descriptive details.				W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3		
Paragraph Writing	Use relevant well-chosen details.										W.1.3	W.1.3	
Paragraph Writing	Use concrete words and phrases and sensory details to convey experiences and events precisely.					W.1.3.d	W.1.3.d						
	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and to convey experiences and events.							W.1.3.d	W.1.3.d	W.1.3.d			
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.										W.1.3.d	W.1.3.d	
	Narrative techniques (dialogue, action, pacing)												
	Use effective technique.					W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	
*	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				W.1.3.b	W.1.3.b							
	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.						W.1.3.b						
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.							W.1.3.b	W.1.3.b				
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.									W.1.3.b	W.1.3.b	W.1.3.b	

	Note: Standards are organized by content; the content of some standards is separated by components. Framing and Question Exploration Routines are included for use in planning writing.	K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Transitions													
Paragraph Writing	Tell about events in the order in which they occurred.	W.1.3											
Paragraph Writing	Use temporal words and <u>phrases</u> to signal <u>event</u> order.		W.1.3	W.1.3	W.1.3.c								
Paragraph Writing	Use a variety of transitional words, phrases, <u>and clauses</u> to manage the sequence of events.					W.1.3.c	W.1.3.c						
Paragraph Writing	Use a variety of transition words, phrases, and clauses to convey sequence, signal from one time frame or setting to another, and <u>show the relationships among experiences and events.</u>							W.1.3.c	W.1.3.c	W.1.3.c			
Paragraph Writing	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and <u>build toward a particular tone and outcome</u> (e.g., a sense of mystery, suspense, growth, or resolution).										W.1.3.c	W.1.3.c	
Sequence													
Paragraph Writing	Tell about events in the order in which they occurred (repeated in Transitions).	W.1.3											
Paragraph Writing	Recount two or more appropriately sequenced events.		W.1.3										
Paragraph Writing	Use <u>well-elaborated event</u> or short sequence of events.			W.1.3									
Paragraph Writing *, Framing	Use clear, <u>well-structured</u> event sequences.				W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	W.1.3	
Paragraph Writing *, Framing	Organize an event sequence that unfolds naturally and <u>logically.</u>					W.1.3.a	W.1.3.a	W.1.3.a	W.1.3.a	W.1.3.a			
Paragraph Writing *, Framing	Create a smooth progression of experiences or events.										W.1.3.a	W.1.3.a	
Conclusion													
	Provide a reaction to what happened.	W.1.3											
Paragraph Writing	Provide some/<u>a</u> sense of closure.		W.1.3	W.1.3	W.1.3.d								
Fundamentals Theme Writing	Provide a conclusion that follows from <u>and reflects on </u>the narrated experiences or events.					W.1.3.e	W.1.3.e	W.1.3.e	W.1.3.e	W.1.3.e			
Fundamentals Theme Writing	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.										W.1.3.e	W.1.3.e	

Underlined text indicates expecations at higher grade levels	Writing Standards: Production and Distribution of Writing, and Research to Build and Present Knowledge													
SIM		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Production and Distribution of Writing—W.2.4. Appropriate for Task and Ppurpose													
	With guidance and support from adults, produce writing in which the development are appropriate to the task and purpose. (Writing types for grade level defined in standards W.1.1, W.1.2, W.1.3.)				W.2.4								
Paragraph Writing, Fundamentals of Theme Writing, Essay Test Taking	Produce clear and coherent writing in which the development and organization and style are appropriate to task, purpose, and audience. (*[Grade-specific]* expectations for writing types are defined in standards 1–3.)					W.2.4	W.2.4	W.2.4	W.2.4	W.2.4	W.2.4	W.2.4	
Paragraph Writing, Fundamentals of Theme Writing, Essay Test Taking	Produce clear and coherent writing in which the development and organization and style are appropriate to task, purpose, and audience.								WHST.2.4		WHST.2.4	WHST.2.4	
Production and Distribution of Writing—W.2.5 Writing Process													
	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.2.5	W.2.5										
Paragraph Writing, Fundamentals of Theme Writing, Essay Test Taking	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				W.2.5								
	With guidance and support from adults and peers, 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 the *[specific grade level].)*					W.2.5	W.2.5	W.2.5					
	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 the [specific grade level].)							W.2.5	W.2.5	W.2.5			
	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.								WHST.2.5				

SIM		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
EDIT, Error Monitoring, Essay Test Taking	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 the [*specific grade level*].)										W.2.5	W.2.5	
EDIT, Error Monitoring, Essay Test Taking	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.										WHST.2.5	WHST.2.5	
Production and Distribution of Writing—W.2.6 Use of Technology													
	With guidance and support from adults, explore/<u>use</u> a variety of digital tools to produce and publish writing, including collaboration with peers	W.2.6	W.2.6	W.2.6									
InSPECT	Use a variety of digital tools to produce and publish writing, including collaboration with peers												
InSPECT, BUILD?, THINK?, LEARN?	With <u>some</u> guidance and support from adults, use technology, <u>including the Internet,</u> to produce and publish writing (<u>using</u> keyboarding skills, <u>Internet</u>) as well as to interact and collaborate with others				**W.2.6**	W.2.6	W.2.6						
	Demonstrate sufficient command of keyboarding skills to type <u>one, two, three</u> page(s) in a single setting.					W.2.6	W.2.6	W.2.6					
InSPECT, BUILD?, THINK?, LEARN?	Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as interact and collaborate with others.							W.2.6					
InSPECT, BUILD?, THINK?, LEARN?	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.								W.2.6				
InSPECT, BUILD?, THINK?, LEARN?	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.									W.2.6			
InSPECT, BUILD?, THINK?, LEARN?	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.								WHST.2.6				
InSPECT	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.										W.2.6 WHST.2.6		
	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.											W.2.6 WHST.2.6	
Research to Build and Present Knowledge—W.3.7 Research Projects													
BUILD, THINK	Participate in shared research and writing projects (explore books a number of books by a favorite author and express opinions about them; <u>explore a number of how-to books on a given topic, and use them to write a sequence of instructions;</u>/read a number of books on single topic to produce a report, record science observations).	W.3.7	W.3.7	W.3.7									
BUILD, THINK	Conduct short research projects that build knowledge <u>through investigation of different aspects</u> of a topic.					W.3.7	W.3.7	W.3.7					
Question Exploration	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.								W.3.7				
Question Exploration	Conduct short research projects to answer a question (<u>including a self-generated question</u>), drawing on several sources, generating additonal related focused questions for further research and <u>multiple</u> <u>avenues of</u> investigation.									W.3.7	W.3.7		
Question Exploration	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources, generating additonal related focused questions for further research that allow for multiple avenues of investigation.									WHST.3.7			

SIM		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Question Exploration	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 iunderstanding of the subject under investigation.										W.3.7 WHST.3.7	W.3.7 WHST.3.7	
Research to Build and Present Knowledge—W.3.8 Use and Citation of Sources of Information													
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.3.8	W.3.8										
	Recall information from experiences or gather information from provided/print and digital sources to answer a question.			W.3.8									
Taking Notes Together, Listening & Notetaking, Framing	Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.					W.3.8							
Taking Notes Together, Listening & Notetaking, Framing	Recall information from experiences or gather information from print and digital sources,take notes and categorize information.					W.3.8	W.3.8						
	Provide a list of sources.					W..3.8	W.3.8						
Fundamentals of Paraphrasing & Summarizing, Listening & Notetaking	Summarize or paraphrase information in notes and finished work.						W.3.8						
	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.							W.3.8					
	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.								W.3.8	W.3.8			
	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.								WHST.3.8				
Question Exploration?	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;/ assess the strengths and limitations of each source interms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.										W.3.8 WHST.3.8	W.3.8 WHST.3.8	
Research to Build and Present Knowledge—W.3.9 Analysis, Reflection, Research of literary and informational Texts (Apply Reading Standards)													
Framing, Question Exploration	Draw evidence from literary or informational texts to support analysis, reflection, and research.					W.3.9	W.3.9	W.3.9	W.3.9	W.3.9	W.3.9	W.3.9	
Framing, Question Exploration	Draw evidence from literary or informational texts to support analysis, reflection, and research.								WHST.3.9		WHST.3.9	WHST.3.9	

SIM		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Framing, Question Exploration	Apply *[grade specific]* Reading standards to literature					W.3.9.a	W.3.9.a	W.3.9.a	W.3.9.a	W.3.9.a	W.3.9.a	W.3.9.a	
Framing, Question Exploration	Apply *[grade specific]* Reading standards to informational text/<u>literary nonfiction</u>					W.3.9.b	W.3.9.b	W.3.9.b	W.3.9.b	W.3.9.b	W.3.9.b	W.3.9.b	
Range of Writing—W.4.10													
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					W.4.10	W.4.10	W.4.10	W.4.10	W.4.10	W.4.10	W.4.10	
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.								WHST.4.10		WHST.4.10	WHST.4.10	

Underlined text indicates expectations at higher grade levels	Speaking and Listening Standards												
SIM		**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9 & 10**	**11 & 12**	**Comments**
Listening 1.1. Comprehension and Collaboration													
Talking Together, SCORE	Participate in collaborative conversations with diverse partners about [*grade-specific*] topics and texts with peers and adults in small and larger groups.	SL1.1	SL1.1	SL1.1									
Talking Together, SCORE, Teamwork, Focusing Together	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *[grade-specific] topics and texts*, building on others' ideas and expressing their own clearly.				SL1.1	SL1.1	SL1.1	SL1.1	SL1.1	SL1.1			
Talking Together, SCORE, Teamwork, Focusing Together	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [*grade-specific*] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.										SL.1.1	SL.1.1	
Talking Together, SCORE	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care and taking turns speaking/speaking one at a time about the topics and texts under discussion).	SL.1.1.a	SL.1.1.a	SL.1.1.a	SL.1.1.b								
Talking Together, SCORE	Continue a conversation(s)through multiple exchanges.	SL.1.1.b											
Talking Together, SCORE	Build on others' talk in conversations by responding and linking to the comments of others.		SL.1.1.b	SL.1.1.b									
Talking Together, SCORE, Following Instructions	Ask questions to clear up any confusion about the topics or texts under discussion.		SL..1.1.c										
Talking Together, SCORE, Following Instructions	Ask for clarification and further explanation as needed about the topics and text under discussion.			SL..1.1.c									
Talking Together, SCORE, Following Instructions	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.				SL..1.1.c								
THINK, BUILD, LEARN Teamwork, Unit Organizer, Lesson Organizer, Quality Assignment	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/ by referring to evidence on the topic, text, or issue to probe and reflect on ideas/ under discussion.					SL.1.1.a	SL.1.1.a	SL.1.1.a	SL.1.1.a				
THINK, BUILD, LEARN Teamwork, Unit Organizer, Lesson Organizer, Quality Assignment	Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on that topic, text, or issue to probe and reflect on ideas under discussion/ to stimulate a thoughtful, well-reasoned exchange of ideas.								SL.1.1.a	SL.1.1.a	SL.1.1.a	SL.1.1.a	
Talking Together, LEARN	Explain their own ideas and understanding in light of the discussion.				SL.1.1.d								
Talking Together	Follow agreed-upon rules for discussions and carry out assigned roles.					SL.1.1.b	SL.1.1.b						

SIM		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Following Instructions Together, Focusing Together, Teamwork	Follow rules for collegial discussions and decision-making, set goals and deadlines/track progress toward specific goals and deadlines, and define individual roles as needed.							SL.1.1.b	SL.1.1.b	SL.1.1.b			
Talking Together, THINK	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.					SL.1.1.c							
Talking Together, THINK	Pose and respond to specific questions by making comments that contribute to the discussion and elablorate on the remarks of others.						SL.1.1.c						
Talking Together, THINK	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.							SL.1.1.c					
Talking Together, THINK	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.								SL.1.1.c				
Talking Together, THINK	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.									SL.1.1.c			
THINK, BUILD, Listening & Notetaking?	Review the key ideas expressed,and explain their own ideas and understanding in light of the discussion/draw conclusions in light of information and knowledge gained/ and demonstrate understanding of multiple perspectives through reflection and paraphrasing.					SL.1.1.d	SL.1.1.d	SL.1.1.d					
THINK, BUILD	Acknowledge new information expressed by others and, when warranted, modify their own views/ qualify or justify their own views in light of the evidence presented.								SL.1.1.d	SL.1.1.d			
BUILD	Work with peers to set rules for/promote civic democratic/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.										SL.1.1.b	SL.1.1.b	
BUILD	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; /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.										SL.1.1.c	SL.1.1.c	
	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.										SL.1.1.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.											SL.1.1.d	
Listening 1.2 Paraphrase, summarize, interpret synthesize													
	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.	SL.1.2											
	Ask and answer questions about/Recount or describe key details in a text read aloud or information presented orally or through other media.		S.1.2	SL.1.2									
Fundamentals of Paraphrasing and Summarizing, Paraphrasing, Main Idea, Taking Notes Together, Listening & Notetaking	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				SL.1.2								

Beech, 2014

SIM		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Fundamentals of Paraphrasing and Summarizing, Paraphrasing, Taking Notes Together, Listening & Notetaking	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					SL.1.2							
Fundamentals of Paraphrasing and Summarizing	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.						SL.1.2						
Taking Notes Together, Listening & Notetaking	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.							SL.1.2					
Fundamentals of Paraphrasing and Summarizing, Paraphrasing, Main Idea,Taking Notes Together, Listening & Notetaking	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.								SL.1.2				
	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.									SL.1.2			
	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.										SL.1.2	SL.1.2	
Listening—1.3 Interpret Speaker: Clarify, Summarize, Evaluate													
Taking Notes Together, Listening & Notetaking	Ask and answer questions about what a speaker says in order to seek help, get information/gather additional information or to clarify something that is not understood.	SI.1.3	SI.1.3										
Taking Notes Together, Listening & Notetaking	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.			SI.1.3									
Taking Notes Together, Listening & Notetaking	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				SI.1.3								
Listening & Notetaking	Identify the reasons and evidence a speaker provides to support particular points.					SI.1.3							
Listening & Notetaking	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.						SI.1.3						
	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not/ evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.							SI.1.3	SI.1.3	SI.1.3			
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence,/ assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used										SI.1.3	SI.1.3	

SIM		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Presentation of Knowledge and Ideas—2.4 Content													
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.2.4											
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		SL.2.4										
Narrative Strategy CD	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences, speak clearly at an understandable pace.			SL.2.4	SL.2.4								
Narrative Strategy CD	Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					SL.2.4							
	Report on a topic or text or present an opinion, sequencing ideas logically, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.						SL.2.4						
Question Exploration, Concept Comparison, Unit Organizer, Lesson Organizer	Present claims and findings, sequencing ideas logically/emphasizing salient points in a focused, coherent manner and using pertinent/ relevant evidence, sound valid reasoning, and well-chosen descriptions, facts, details, and examples to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.							SL.2.4	SL.2.4	SL.2.4			
Question Exploration, Concept Comparison, Unit Organizer, Lesson Organizer	Present information, findings, and supporting evidence clearly, concisely, and logically/ conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.										SL.2.4	SL.2.4	
Presentation of Knowledge and Ideas—2.5 Use of Media													
	Add drawings or other visual displays to descriptions as desired to provide additional detail/ when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5	SL.2.5										
	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			SL.2.5									
	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasisze or enhance certain facts and details.				SL.2.5								
	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or theme.					SL.2.5							
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays to presentations when appropriate to enhance the development of main ideas or themes/clarify information/ clarify claims and findings and emphasize salient points).							SL.2.5	SL.2.5	SL.2.5			
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.									SL.2.5			
	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.										SL.2.5	SL.2.5	
Presentation of Knowledge and Ideas—2.6 Verbal Expression													
	Speak audibly and express thoughts, feelings, and ideas clearly.	SL.2.6											
Narrative Strategy CD ?	Produce/Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See [grade-specific] Language standards 1 and 3 for specific expectations.)		SL.2.6	SL.2.6	SL.2.6								

SIM		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Narrative Strategy CD ?	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 for specific expectations.)					SL.2.6							
Narrative Strategy CD ?	Adapt speech to a variety of contexts and tasks, using/demonstrating command of formal English when appropriate to task and situation. (See [*grade-specific]* Language standards 1 and 3 for specific expectations.)						SL.2.6	SL.2.6	SL.2.6	SL.2.6	SL.2.6	SL.2.6	

Language Standards: Conventions of Standard English

SIM		Note: Standards listed by grade level: L.1.1 Handwriting and Sentences, L.1.2 Mechanics													Comments
		C= Continue application and expectation of mastery in all future grade levels													
SIM			**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9&10**	**11&12**	**Comments**
See below.		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1	L.1.1	L.1.1	L.1.1	L.1.1	L.1.1	L.1.1	L.1.1	L.1.1	L.1.1	L.1.1	
See below.		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2	L.1.2	L.1.2	L.1.2	L.1.2	L.1.2	L.1.2	L.1.2	L.1.2	L.1.2	L.1.2	
	K	Print many upper- and lowercase letters.	L.1.1.a					C						
Fundamentals Sentence Writing, Proficiency Sentence Writing		Use frequently occurring nouns and verbs.	L.1.1.b					C						
Fundamentals Sentence Writing, Proficiency Sentence Writing		Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L.1.1.c					C						
Fundamentals of Sentence Writing---New		Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	L.1.1.d					C						
Fundamentals Sentence Writing, Proficiency Sentence Writing		Use the most frequenty occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L.1.1.e					C						
Fundamentals Sentence Writing, Proficiency Sentence Writing		Produce and expand complete sentences in shared language activities.	L.1.1.f					C						

SIM				K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
Error Monitoring, EDIT		Capitalize first word in sentence and the pronoun I.	L.1.2.a						C						
		Recognize and name end punctuation.	L.1.2.b						C						
		Write a letter or letter(s) for most consonant and short-vowel sounds (phonemes).	L.1.2.c						C						
		Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	L.1.2.d						C						
	1	Print all upper- and lowercase letters.		L.1.1.a											
		Use common, proper, and possessive nouns.		L.1.1.b						C					
Fundamentals Sentence Writing, Proficiency Sentence Writing		Use singular and plural nouns with matching verbs in basic sentences (e.g, He hops; We hop).		L.1.1.c						C					
		Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		L.1.1.d						C					
Fundamentals Sentence Writing, Proficiency Sentence Writing		Use verbs to convey past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		L.1.1.e						C					
Fundamentals Sentence Writing		Use frequently occurring adjectives.		L.1.1..f						C					
Proficiency Sentence Writing; Star Writer CD (Paragraph Writing)		Use frequently occurring conjunctions (e.g., and, but, or, so, because).		L.1.1.g						C					
Fundamentals Sentence Writing, Proficiency Sentence Writing		Use determiners (e.g. articles, demonstratives).		L.1.1.h						C					

SIM			K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
Fundamentals Sentence Writing, Proficiency Sentence Writing		Use frequently occurring prepositions (e.g., during, beyond, toward).		L.1.1.i					C					
New Lessons: Fundamentals Sentence Writing, EDIT, Error Monitoring, Star Writer CD (Paragraph Writing)		Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		L.1.1.j					C					
EDIT, Error Monitoring Capitalization CD		Capitalize dates and names of people.		L.1.2.a						C				
EDIT, Error Monitoring, Punctuation CD		Use end punctuation for sentences.		L.1.2.b						C				
Commas CD		Use commas in dates and to separate single words in a series.		L.1.2.c						C				
		Use conventional spelling for words with common spelling patterns and frequently occurring irregular words.		L.1.2.d					C					
		Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		L.1.2.e										
	2	Demonstrate legible printing skills.			L.1.1.a					C				
		Use collective nouns (e.g., group).			L.1.1.b					C				
		Form and use frequently occurring irregular plural nouns (e.g, feet, children, teeth, mice, fish).			L.1.1.c					C				
		Use reflexive pronouns (myself, ourselves).			L.1.1.d					C				
Fundamentals Sentence Writing		Form and use past tense of frequently occurring irregular verbs (e.g., sat, hid, told).			L.1.1.e					C				
Fundamentals Sentence Writing, Proficiency Sentence Writing		Use adjectives and adverbs, and choose between them depending on what is to be modified.			L.1.1.f					C				

SIM			K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
Fundamentals Sentence Writing, Proficiency Sentence Writing, EDIT, Error Monitoring		Produce, expand, and rearrange complete simple and compound sentences (e.g,. *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).* (active and passive)			L.1.1.g					C				
EDIT, Error Monitoring, Capitalization CD		Capitalize holidays, product names, and geographic names.			L.1.2.a					C				
Commas CD		Use commas in greetings and closing of letters.			L.1.2.b				C					
Punctuation CD		Use an apostrophe to form contractions and frequently occurring possessives.			L.1.2.c					C				
		Generalize learned spelling patterns when writing words (e.g., cage–>badge; boy –>boil).			L.1.2.d					C				
		Consult reference materials, including beginning dictionaries,as needed, to check and correct spellings.			L.1.2.e									
	3	Demonstrate beginning cursive writing skills.				L.1.1.a								
Fundamentals Sentence Writing		Explain the function of nouns, pronouns, verbas, adjectives, and adverbs in general and their functions in particular sentences.				L.1.1.b				C				
Fundamentals Sentence Writing		Form and use regular and irregular plural nouns.				L.1.1.c			C					
Proficiency Sentence Writing		Use abstract nouns (e.g., childhood, friendship, courage).				L.1.1.d			C					
Fundamentals Sentence Writing, Proficiency Sentence Writing		Form and use regular and irregular verbs.				L.1.1.e				C				
Fundamentals Sentence Writing, Proficiency Sentence Writing		Form and use simple (e.g., I walked; I walk; I will walk) verb tenses.				L.1.1.f				C				

SIM			K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
Fundamentals Sentence Writing, Proficiency Sentence Writing		Ensure subject-verb agreement.				L.1.1.g				C				
		Ensure pronoun-antecedent agreement.				L.1.1.g			C					
		Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.				L.1.1.h				C				
Proficiency Sentence Writing		Use coordinating and subordinating conjunctions.				L.1.1.i				C				
Fundamentals Sentence Writing, Proficiency Sentence Writing		Produce simple, compound, and complex sentences.				L.1.1.j				C				
Capitalization CD		Capitalize appropriate words in titles.				L.1.2.a			C					
Commas CD		Use commas in addresses.				L.1.2.b			C					
Punctuation CD		Use commas and quotation marks in dialogue.				L.1.2.c			C					
		Form and use possessives.				L.1.2.d			C					
		Use conventional spelling for high-frequency and otherwise studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).				L.1.2.e				C				
		Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.				L.1.2.f				C				
InSPECT		Consult reference materials, including beginning dictionaries, as needed, to check and correct spellings.				L.1.2.g								
	4	Demonstrate legible cursive writing skills.				L.1.1..a								
		Use relative pronouns *(who, whose, whom, which, that)*.				L.1.1.b				C				
		Use relative adverbs *(where, when, why)*.				L.1.1.b				C				
Fundamentals Sentence Writing, Proficiency Sentence Writing		Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.				L.1.1.c				C				

SIM			K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
Fundamentals Sentence Writing, Proficiency Sentence Writing		Use modal auxillaries (e.g, *can, may, must*) to convey various conditions.					L.1.1.d				C			
Fundamentals Sentence Writing, Proficiency Sentence Writing		Order adjectives within sentences according to conventional patterns (e.g.,*a small red bag rather than a red small bag*).					L.1.1.e				C			
Fundamentals Sentence Writing, Proficiency Sentence Writing		Form and use prepositional phrases.					L.1.1.f				C			
Fundamentals Sentence Writing, Proficiency Sentence Writing, EDIT, Error Monitoring		Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					L.1.1.g				C			
		Correctly use frequently confused words (e.g., *to, two, too; there, their*).					L.1.1.h				C			
EDIT, Error Monitoring, Capitalization CD		Use correct capitalization.					L.1.2.a				C			
Punctuation CD, Commas CD		Use commas and quotations marks to mark direct speech and quotations from a text.					L.1.2.b				C			
Comma CD, Proficiency Sentence Writing		Use a comma before a coordinating conjunction in compound sentence.					L.1.2.c				C			
InSPECT		Spell grade-appropriate words correctly, consulting references as needed.					L.1.2.d				C			
Fundamentals Sentence Writing---New Lessons		Choose punctuation for effect.					L.2.3.b				C			
	5	Demonstrate fluent and legible cursive writing skills.						L.1.1.a			C			

SIM			K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
Fundamentals Sentence Writing, Proficiency Sentence Writing		Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.						L.1.1.b			C			
		Form and use the perfect (e.g., *I had walked; I have walked)* verb tenses.						L.1.1.c			C			
Proficiency Sentence Writing		Use verb tense to convey various times, sequences, states, and conditions.						L.1.1.d			C			
Proficiency Sentence Writing, EDIT		Recognize and correct inappropriate shifts in verb tense.						L.1.1.e			C			
Proficiency Sentence Writing		Use correlative conjunctions (e.g., *either/or, neither/nor).*						L.1.1.f			C			
Comma CD		Use punctuation to separate items in a series.						L.1.2.a			C			
Comma CD		Use comma to set off introductory element from the rest of the sentence.						L.1.2.b			C			
Comma CD		Use 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?).*						L.1.2.c			C			
Punctuation CD		Use underlining, quotation marks, or italics it indicate titles of books.						L.1.2.d			C			
InSPECT		Spell grade-appropriate words correctly, consulting references as needed.						L.1.2.e			C			
	6	Ensure that pronouns are in the proper case (subjective, objective, possessive).							L.1.1.a		C			
		Use intensive pronouns (e.g., *myself, ourselves).*							L.1.1.b		C			
EDIT		Recognize and correct inappropriate shifts in pronoun number and person.							L.1.1.c		C			
EDIT		Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							L.1.1.d		C			
EDIT		Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							L.1.1.e		C			
Comma CD		Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.							L.1.2.a		C			
		Spell correctly.							L.1.2.b		C			

SIM			K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
Comma CD, Proficiency Sentence Writing	7	Explain the function of phrases and clauses in general and their function in specific sentences.								L.1.1.a		C		
Proficiency Sentence Writing		Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.								L.1.1.b		C		
Comma CD		Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								L.1.1.c		C		
Comma CD		Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore and old [,] green shirt).*								L.1.2.a		C		
		Spell correctly.								L.1.2.b			C	
New Fundamentals Sentence Writing	8	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.									L.1.1.a	C		
		Form and use verbs in the active and passive voice.									L.1.1.b	C		
		Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.									L.1.1.c	C		
EDIT		Recognize and correct inappropriate shifts in verb, voice and mood.									L.1.1.d	C		
		Use punctuation (comma, ellipsis, dash) to indicate a pause or break.									L.1.2.a	C		
		Use an ellipisis to indicate an omission.									L.1.2.b	C		
		Spell correctly.									L.1.3.c	C		
	9, 10	Use parallel structure.										L.1.1.a	C	
Fundamentals Sentence Writing---New Lessons, Proficiency Sentence Writing		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.										L.1.1.b	C	
Proficiency Sentence Writing, Error Monitoring, EDIT, Punctuation CD		Use a semicolon, with or without a conjunctive adverb, to link closely related independent clauses.										L.1.2.a	C	
Punctuation CD		Use a colon to introduce a list or quotation.										L.1.2.b	C	
		Spell correctly.										L.1.2.c	C	

SIM			K	1	2	3	4	5	6	7	8	9&10	11&12	Comments
All Writing Strategies		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.										L.2.3.a	C	
	11, 12	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.											L.1.1.a	
		Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.											L.1.1.b	
		Observe hyphenation conventions.											L.1.2.a	
		Spell correctly.											L.1.2.b	
		Vary syntax for effect, consulting references, (e.g., Tufte's Artful Sentences) for guidance, as needed.											L.2.3.a	

Underlined text indicates expectations at higher grade levels	Language Standards: Knowledge of Language and Vocabulary Acquisition and Use												
		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Knowledge of Language: 2.3 Functions of Language, Style, Style Guides													
	Use knowledge of language and its conventions when reading, writing, speaking, and listening.			L.2.3	L.2.3	L.2.3	L.2.3	L.2.3	L.2.3	L.2.3			
	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.										L.2.3	L.2.3	
	Compare formal and informal uses of English.			L.2.3.c									
	Choose words and phrases for effect/to convey ideas precisely.				L.2.3.a	L.2.3.a							
	Recognize and observe differences between the conventions of spoken and written standard English.				L.2.3.b								
	Choose punctuation for effect.					L.2.3.b							
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).					L.2.3.c							
	Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.						L.2.3.b						
Proficiency in Sentence Writing	Expand, combine, and reduce sentences/vary sentence patterns for meaning, reader/listener interest, and style.						L.2.3.a	L.2.3.a					
	Maintain consistency in style and tone.							L.2.3.b					
	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								L.2.3.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).									L.2.3.a			
All Writing Strategies	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.										L.2.3.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.											L.2.3.a	
Vocabulary Acquisition and Use: 3.4 Use of Context, Word Structure, References													
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on [*grade-specific*] reading and content, underlinechoosing flexibly from an array of strategies.	L.3.4	L.3.4	L.3.4	L.3.4	L.3.4	L.3.4	L.3.4	L.3.4	L.3.4	L.3.4	L.3.4	
	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L.3.4.a											
Word Identification, Word Mapping	Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	L.3.4.b											
Word Identification, Word Mapping	Use frequently occurring affixes as a clue to the meaning of a word.		L.3.4.b										
Word Identification, Word Mapping	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		L.3.4.c										
	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			L.3.4.d									
	Use sentence-level context as a clue to the meaning of a word or phrase.		L.3.4.a	L.3.4.a	L.3.4.a								
Clarify	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.					L.3.4.a							
Clarify	Use context (e.g., cause/effect relationships and comparisons in text)/ (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.						L.3.4.a	L.3.4.a	L.3.4.a	L.3.4.a	L.3.4.a	L.3.4.a	

		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Word Identification, Word Mapping	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).			L.3.4.b									
Word Identification, Word Mapping	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).				L.3.4.b								
Word Mapping	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph;/ photograph, photosynthesis;/ audience, auditory, audible;/ belligerent, bellicose, rebel;/ precede, recede, secede*).						L.3.4.b	L.3.4.b	L.3.4.b	L.3.4.b			
	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy; conceive, conception, conceivable*).										L.3.4.b	L.3.4.b	
Word Mapping	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional; company, companion*).			L.3.4.c	L.3.4.c								
Word Identification, Word Mapping	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			L.3.4.e	L.3.4.d								
Word Identification, Word Mapping	Consult underline general and specialized underline 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, its part of speech,/ or its etymology; or its standard usage.						L.3.4.c	L.3.4.c	L.3.4.c	L.3.4.c	L.3.4.c	L.3.4.c	L.3.4.c	
Word Mapping	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).							L.3.4.d	L.3.4.d	L.3.4.d	L.3.4.d	L.3.4.d	
Vocabulary Acquisition and Use: 3.5 Word Meanings and Relationships													
	With guidance and support from adults, explore word relationships and nuances in word meanings.	L.3.5											
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		L.3.5										
	Demonstrate understanding of word relationships and nuances in word meanings			L.3.5	L.3.5	L.3.5							
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						L.3.5	L.3.5	L.3.5	L.3.5	L.3.5	L.3.5	
	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.3.5.a											
	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.3.5.b											
	Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	L.3.5.d											
	Sort words into categories (e.g., colors, clothing; shapes, food) to gain a sense of the concepts the categories represent.		L.3.5.a										
	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		L.3.5.b										
	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		L.3.5.d										
LINCS Strategy, LINCing Routine	Identify real-life connections between words and their use (e.g., *note places at school that are colorful/note places at home that are cozy;/ describe foods that are juicy or spicy;/ describe people who are friendly and helpful*).	L.3.5.c	L.3.5.c	L.3.5.a	L.3.5.b								
	Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).			L.3.5.b									
	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).				L.3.5.c								
LINCS Strategy, LINCing Routine	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).				L.3.5.a								
	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.					L.3.5.a							
	Interpret figurative language, including similes and metaphors, in context.						L.3.5.a						
	Recognize and explain the meaning of common idioms, adages, and proverbs.					L.3.5 b	L.3.5 b						

Language Standards: Knowledge of Language and Vocabulary Acquisition and Use

		K	1	2	3	4	5	6	7	8	9 & 10	11 & 12	Comments
Clarify	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).					L.3.5.c							
Clarify	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						L.3.5.c						
LINCS Strategy, LINCing Routine	Interpret figures of speech (e.g., personification;/ literary, biblical, and mythological allusions;/ verbal irony, puns) in context.							L.3.5.a	L.3.5.a	L.3.5.a			
Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category;/ synonym/antonym, analogy) to better understand each of the words.							L.3.5 b	L.3.5 b	L.3.5 b			
Clarify	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*; *refined, respectful, polite, diplomatic, condescending;/ bullheaded, willful, firm, persistent, resolute*).							L.3.5.c	L.3.5.c	L.3.5c			
LINCS Strategy, LINCing Routine	Interpret figures of speech (e.g., euphemism, oxymoron;/ hyperbole, paradox) in context and analyze their role in the text.										L.3.5.a	L.3.5.a	
	Analyze nuances in the meaning of words with similar denotations.										L.3.5 b	L.3.5 b	
Vocabulary Acquisition and Use—3.6 Use of General, Academic, and Domain-Specific Vocabulary													
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L.3.6											
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).		L.3.6										
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).			L.3.6									
	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (i.e., After dinner that night we went looking for them).				L.3.6								
Clarify	Acquire and use accurately conversational, general academic, and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., *wildlife, conversation,* and *endangered* when discussing animal preservation).					L.3.6							
Clarify	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).						L.3.6						
Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	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.							L.3.6	L.3.6	L.3.6			
Clarify, Concept Mastery, Concept Anchoring, Concept Comparison	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.										L.3.6	L.3.6	

Beech, 2014