

# North Carolina EXTENDED CONTENT STANDARDS

## English Language Arts K-12

**Reading Strand:** K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

NCECS ELA 2017 Adopted June 2017 for implementation 2018-19
<b>READING: LITERATURE</b>
<b>CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>RL.K.1.</b> With guidance and support, identify details in familiar stories.
<b>RL.1.1.</b> Identify details in familiar stories.
<b>RL.2.1.</b> Answer who and what, where, questions to demonstrate understanding of details in a familiar text.
<b>RL.3.1.</b> Answer who and what questions to demonstrate understanding of details in a familiar text.
<b>RL.4.1</b> Use details from the text to recount what the text says.
<b>RL.5.1</b> Identify words in the text that answer a question about explicit information.
<b>RL.6.1</b> Determine what a text says explicitly as well as what simple inferences must be drawn.

**RL.7.1** Analyze text to identify where information is explicitly stated and where inferences must be drawn.

**RL.8.1.** Cite text to support inferences from stories and poems.

**RL.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

**RL.11-12.1.** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

**CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**RL.K.2** With guidance and support, identify key details in familiar stories.

**RL.1.2** With guidance and support, recount key details in familiar stories.

**RL.2.2** Recount events from familiar stories from diverse cultures.

**RL.3.2** Associate details with events in stories from diverse cultures.

**RL.4.2** Identify the theme of a familiar story, drama or poem.

**RL.5.2** Identify the theme of a story, drama or poem.

**RL.6.2** Identify details in a text that are related to the theme.

**RL.7.2** Identify events in a text that are related to the theme.

**RL.8.2** Recount an event related to the theme, including details about character and setting.

**RL.9-10.2** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.
<b>CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
RL.K.3 With guidance and support, identify characters and settings in a familiar story.
RL.1.3 Identify characters and settings in a familiar story.
RL.2.3 Identify the actions of the characters in a story.
RL.3.3 Identify the feeling of characters in a story
RL.4.3 Use details from the text to describe characters in the story.
RL.5.3 Compare two characters in a familiar story.
RL.6.3 Identify how a character responds to a challenge in a story.
RL.7.3 Determine how two or more story elements are related.
RL.8.3 Identify which incidents in a story or drama lead to subsequent action.
RL.9-10.3 Determine how characters change or develop over the course of a text.
RL.11-12.3 Determine how characters, the setting or events change over the course of the text.
<b>RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</b>
RL.K.4 With guidance and support, identify feeling words within a familiar story.

RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.
RL.2.4 Use rhyming or repetition to identify words that meaningfully complete a line in a familiar story, poem, or song.
RL.3.4 Determine words and phrases that complete sentences in a text.
RL.4.4 Determine the meaning of words in a text.
RL.5.4 Determine the meaning of words and phrases as they are used in a text.
RL.6.4 Determine how different words could change the meaning of a text.
RL.7.4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
RL.8.4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
RL.9-10.4 Determine the meaning of words and phrases as they are used in text; analyze word choices and the impact on meaning.
RL.11-12.4 Determine the intended meaning of multi-meaning words in a text.
<b>CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
RL.K.5 With guidance and support, recognize familiar texts.
RL.1.5 With guidance and support, identify a text as telling a story.
RL.2.5 Determine the beginning and ending of a familiar story with a logical order.
RL.3.5 Determine the beginning, middle, and end of a familiar story in order.
RL.4.5 Identify elements that are characteristics of stories.

<b>RL.5.5</b> Identify how a series of events fit together to create a story.
<b>RL.6.5</b> Determine the structure of a text.
<b>RL.7.5</b> Differentiate between a poem and other types of text.
<b>RL.8.5</b> Compare the structure of two or more texts.
<b>RL.9-10.5</b> Order events in a story that appear in a chronological order.
<b>RL.11-12.5</b> Determine how the author's choice of where to end the story contributes to the meaning.
<b>CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.</b>
<b>RL.K.6</b> With guidance and support, distinguish between words and illustrations in a story.
<b>RL.1.6</b> With guidance and support, identify the speaker in a familiar story.
<b>RL.2.6</b> Identify the speakers in a dialogue.
<b>RL.3.6</b> Identify personal point of view about a text.
<b>RL.4.6</b> Identify the narrator of a story with first person narration.
<b>RL.5.6.</b> Determine the point of view of the narrator.
<b>RL.6.6</b> Identify words or phrases in the text that describe what the narrator or speaker is thinking or feeling.
<b>RL.7.6</b> Compare the points of view of two or more characters or narrators in a text.
<b>RL.8.6</b> Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.

<b>RL.9-10.6</b> Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.
<b>RL.11-12.6</b> Determine the point of view when there is a difference between the author’s actual language and intended meaning.
<b>CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>
<b>RL.K.7</b> With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.
<b>RL.1.7</b> Identify illustrations or objects/tactual information that go with a familiar story.
<b>RL.2.7</b> Identify illustrations or objects/tactual information in print or digital text that depict characters.
<b>RL.3.7</b> Identify parts of illustrations or tactual information that depicts a particular setting or event.
<b>RL.4.7</b> Compare the text representation of a story to a visual, tactual, or oral version of the same story.
<b>RL.5.7</b> Identify illustrations, tactual, or multimedia elements that add to understanding of a text.
<b>RL.6.7</b> Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.
<b>RL.7.7</b> Compare a text version of a story or poem with a video or live version of the same text.
<b>RL.8.7</b> Compare a text version of a story or drama with a video or live version of the same text.
<b>RL.9-10.7</b> Compare the representation of a subject or topic in two different artistic mediums.
<b>RL.11-12.7</b> Compare two or more interpretations of a story, drama, or poem.
<b>CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

K-12 Not applicable to literature
<b>CCR Anchor Standard RL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
<b>RL.K.9</b> With guidance and support, identify the experiences of a character in a familiar story.
<b>RL.1.9</b> With guidance and support, identify experiences of characters in familiar stories as same or different.
<b>RL.2.9</b> Identify similarities between two versions of the same story.
<b>RL.3.9</b> Identify common elements in two stories in a series.
<b>RL.4.9</b> Compare characters, settings, or events in stories, myths, or texts from different cultures.
<b>RL.5.9</b> Compare stories with similar topics or themes.
<b>RL.6.9</b> Compare texts with similar topics or themes.
<b>RL.7.9</b> Compare a fictional character in a text with the same character portrayed in a historical account.
<b>RL.8.9</b> Compare themes, patterns of events, and characters across two or more stories or dramas.
<b>RL.9-10.9</b> Identify when an author draws upon or references a different text.
<b>RL.11-12.9</b> Compare themes and topics of two or more texts from the same period by different authors.
<b>CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</b>
<b>RL.K.10</b> Actively engage in group reading activities.
<b>RL.1.10</b> Actively engage in group reading activities for a clearly stated purpose.
<b>RL.2.10</b> Actively engage in group reading for the purpose of connecting prior knowledge and experiences to text

<b>RL.3.10</b> Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time
<b>RL.4.10</b> Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.
<b>RL.5.10</b> Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.
<b>RL.6.10</b> Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.
<b>RL.7.10</b> Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.
<b>RL.8.10</b> Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.
<b>RL.9-10.10</b> Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.
<b>RL.11-12.10</b> Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.
<b>READING: INFORMATIONAL TEXT</b>
<b>CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>RI.K.1</b> With guidance and support, identify a detail in a familiar text.
<b>RI.1.1</b> Identify details in familiar text.
<b>RI.2.1</b> Answer who and what, where questions to demonstrate understanding of details in a familiar text.
<b>RI.3.1</b> Answer who and what, where, questions to demonstrate understanding of details in a text.
<b>RI.4.1</b> Identify explicit details in an informational text.
<b>RI.5.1</b> Identify words in the text to answer a question about explicit information.



<b>RI.6.1</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
<b>RI.7.1</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.
<b>RI.8.1</b> Cite text to support inferences from informational text.
<b>RI.9-10.1</b> Determine which citations demonstrate what the text says explicitly as well as inferentially.
<b>RI.11-12.1</b> Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
<b>CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>RI.K.2</b> With guidance and support, identify the main topic of a familiar text.
<b>RI.1.2</b> Identify the main topic and retell key details of a text.
<b>RI.2.2</b> identify the main topic of text.
<b>RI.3.2</b> Identify the main topic and retell key details of a text.
<b>RI.4.2</b> Identify the main idea of a text when it is explicitly stated.
<b>RI.5.2</b> Identify the main idea of a text when it is not explicitly stated.
<b>RI.6.2</b> Determine the central idea of a passage; details or facts related to it.
<b>RI.7.2</b> Determine two or more central ideas in a text.
<b>RI.8.2</b> Determine the theme or central idea of a text and select details that relate to it.
<b>RI.9-10.2</b> Determine the central idea of the text and select details that relate to it; recount the text
<b>RI.11-12.2</b> Determine the central idea of a text and select details that show how it is conveyed in the text; recount the text.

<b>CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
<b>RI.K.3</b> With guidance and support, identify individuals, events, or ideas in a familiar informational text.
<b>RI.1.3</b> Identify individuals, events, or details in a familiar informational text.
<b>RI.2.3</b> Identify individuals, events, or details in an informational text.
<b>RI.3.3</b> Order two events from a text as first and next.
<b>RI.4.3</b> Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.
<b>RI.5.3</b> Compare two individuals, events, or ideas in an informational text.
<b>RI.6.3</b> Identify information in the text that provides details about individuals, events, or ideas introduced in the text
<b>RI.7.3</b> Determine how two individuals, events, or ideas in a text are related.
<b>RI.8.3</b> Sequence events in the order they were presented in the text.
<b>RI.9-10.3</b> Determine connections between individuals, ideas, or events in a text.
<b>RI.11-12.3</b> Determine how individuals, ideas, or events change over the course of the text.
<b>CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</b>
<b>RI.K.4</b> With guidance and support, answer what questions about words in a familiar text.
<b>RI.1.4</b> With guidance and support, ask a reader to clarify the meaning of words in a text.
<b>RI.2.4</b> Identify words that relate to the topic of a text.
<b>RI.3.4</b> Identify key words that complete sentences in a text

<b>RI.4.4</b> Determine meaning of words in text.
<b>RI.5.4</b> Determine the meanings of domain-specific words and phrases.
<b>RI.6.4</b> Determine how word choice changes the meaning of a text.
<b>RI.7.4</b> Determine how words or phrases are used to persuade or inform a text.
<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
<b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in text; analyze word choices and the impact on meaning.
<b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text; determine how the author uses a key term over the course of a text
<b>CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
<b>RI.K.5</b> With guidance and support, identify the front cover of the book.
<b>RI.1.5</b> With guidance and support, identify various text features such as print, pictures, and titles.
<b>RI.2.5</b> Locate key facts or information in a familiar text.
<b>RI.3.5</b> Locate key facts or information in a familiar text.
<b>RI.4.5</b> During reading, identify elements such as events, ideas, or topics that are characteristic of informational text
<b>RI.5.5</b> Determine if a text tells about events, gives directions, or provides information on a topic.
<b>RI.6.5</b> Determine how the title fits the structure of the text.
<b>RI.7.5</b> Determine how a fact, step, or event fits into the overall structure of the text.
<b>RI.8.5</b> Locate the topic sentence and supporting details in a paragraph.

<b>RI.9-10.5</b> Locate sentences that support an author’s central idea or claim.
<b>RI.11-12.5</b> Determine whether the structure of a text enhances an author’s claim.
<b>CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.</b>
<b>RI.K.6</b> With guidance and support, distinguish between words and illustrations in a familiar informational text.
<b>RI.1.6</b> Distinguish between words and illustrations in a familiar information text.
<b>RI.2.6</b> Identify the purpose of the author and the illustrator.
<b>RI.3.6</b> Identify personal point of view about a text.
<b>RI.4.6</b> Compare own experience with a written account of the <u>same</u> experience.
<b>RI.5.6</b> Compare two texts on the same topic.
<b>RI.6.6</b> Determine an author’s purpose or point of view.
<b>RI.7.6</b> Identify words or phrases in the text that describe or show the author’s point of view.
<b>RI.8.6</b> Determine an author’s purpose or point of view and identify examples from text that describe or support it.
<b>RI.9-10.6</b> Determine author’s point of view and compare with own point of view.
<b>RI.11-12.6</b> Determine author’s point of view and compare and contrast it with own point of view.
<b>CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>
<b>RI.K.7</b> With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.

<b>RI.1.7</b> Identify illustrations or objects/factual information that go with a familiar text.
<b>RI.2.7</b> Identify images, objects, or factuals that illustrate key ideas in a text.
<b>RI.3.7</b> Use information gained from illustrations and the words in a text to answer who and what questions.
<b>RI.4.7</b> Answer questions about information presented visually, orally, or quantitatively.
<b>RI.5.7</b> Locate information in print or digital sources.
<b>RI.6.7</b> Find similarities across information presented in different formats.
<b>RI.7.7</b> Compare a text to an audio, video, or multimedia version of the same text.
<b>RI.8.7</b> Determine whether a topic is best presented as audio, video, multimedia, or text.
<b>RI.9-10.7</b> Analyze two accounts of a subject told in different mediums to compare and contrast them.
<b>RI.11-12.7</b> Analyze information presented in different media on related topics to answer questions or solve problems.
<b>CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
<b>RI.K.8</b> Begins in grade 1.
<b>RI.1.8</b> With guidance and support, identify points the author makes in a familiar informational text.
<b>RI.2.8</b> Identify points an author makes in a familiar informational text.
<b>RI.3.8</b> Identify two related points an author makes in a familiar informational text.
<b>RI.4.8</b> Identify one or more details supporting a specific point in an informational text.
<b>RI.5.8</b> Identify details and examples that supports specific points in a text.

<b>RI.6.8</b> Determine claims in a text that are and are not supported by reasons or evidence.
<b>RI.7.8</b> Analyze text to identify evidence that supports claims made in the text.
<b>RI.8.8</b> Identify the argument in a text and claims that support it.
<b>RI.9-10.8</b> Analyze the argument or specific claims in a text and determine what evidence is provided to support them.
<b>RI.11-12.8</b> Demonstrate understandings of claims and arguments in works of public advocacy.
<b>CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
<b>RI.K.9</b> With guidance and support, identify something that is the same about two familiar texts on the same topic.
<b>RI.1.9</b> With guidance and support, compare two familiar texts on the same topic.
<b>RI.2.9</b> Identify a common element between two texts on the same topic.
<b>RI.3.9</b> Identify a common element between two familiar texts on the same topic.
<b>RI.4.9</b> Compare details presented in two texts on the same topic.
<b>RI.5.9</b> Compare details presented in three or more texts on the same topic.
<b>RI.6.9</b> Compare how two texts describe the same event.
<b>RI.7.9</b> Compare the information presented in texts by different authors on the same topic
<b>RI.8.9</b> Identify ways that two authors writing about the same topic disagree or present conflicting information.
<b>RI.9-10.9</b> Make connections between texts with related themes and concepts.
<b>RI.11-12.9</b> Compare and contrast the arguments made by authors of two different texts on the same topic

CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

**RI.K.10** Actively engage in group reading of informational text.

**RI.1.10** Actively engage in group reading of information text for a clearly stated purpose.

**RI.2.10** Actively engage in group reading of information text for the purpose of connecting prior knowledge and experiences to text.

**RI.3.10** Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

**RI.4.10** Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

**RI.5.10** Actively engage in the reading of informational text for a clearly stated purpose and sustained periods of time. Connect prior knowledge and experiences to text.

**RI.6.10** Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

**RI.7.10** Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

**RI.8.10** Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

**RI.9-10.10** Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

**RI.11-12.10** Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

### **Reading Foundational Skills**

<b>PRINT CONCEPTS</b>
<b>RF.K.1</b> Demonstrate emerging understanding of the organization of print.
a. With guidance and support during shared reading, demonstrate understanding that print is read left-to-right and top-to-bottom.
b. With guidance and support during shared reading, demonstrate understanding of the orientation of books and other forms of print.
c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.
<b>RF.1.1.</b> Demonstrate emerging understanding of the organization of print.
a. Demonstrate understanding that print is read left-to-right and top-to-bottom.
b. Demonstrate understanding of orientation of print.
c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.
<b>HANDWRITING</b>
<b>RF.K.2</b> With guidance and support, selects or produces letters when asked to write
<b>RF.1.2</b> Selects or produces letters when asked to write.
<b>RF.2.2</b> Selects or produces letters when asked to write.
<b>RF.3.2</b> Uses letters to create written documents.
<b>RF.4.2</b> Uses letters to create written documents.
<b>RF.5.2</b> Purposefully selects or produces letters to create written documents.
<b>RF.K.3</b> Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
a. With guidance and support, recognize rhyming words.



b. With guidance and support, recognize the number of words in a spoken message.
c. With guidance and support, identify single-syllable, familiar, spoken words with the same onset (beginning sound).
<b>RF.1.3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
a. Recognize rhyming words.
b. With guidance and support, identify the picture or word that corresponds to orally presented segmented phonemes (e.g., C-A-T).
c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<b>RF.K.4. Demonstrate emerging awareness of print.</b>
a. With guidance and support, recognize first letter of own name in print.
b. With guidance and support, recognize environmental print.
<b>RF.1.4 Demonstrate emerging letter and word identification skills.</b>
a. Identify upper case letters of the alphabet.
b. With guidance and support, recognize familiar words that are used in every day routines.
<b>RF.2.4. Demonstrate emerging use of letter-sound knowledge to read words.</b>
a. Identify the lower case letters of the alphabet.
b. Identify letter sound correspondence for single consonants.
c. Recognize 10 or more written words.
<b>RF.3.4. Apply letter-sound knowledge to begin decoding words.</b>

a. In context, apply basic knowledge of letter-sound correspondences in decoding words
b. Given models and other supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes).
c. Recognize 40 or more written words.
<b>RF.4.4. Apply letter-sound knowledge to decode words.</b>
a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
b. Decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rimes).
<b>RF.5.4. Apply letter-sound knowledge to decode words.</b>
a. Read common sight words and decode single syllable words.
<b>RF.K.5 Engage in purposeful shared reading of familiar text.</b>
<b>RF.1.5 Begin to attend to words in print.</b>
a. Engage in sustained, independent study of books.
b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.
<b>RF.2.5. Engage in purposeful reading of familiar text.</b> <b>a. Read familiar text comprised of known words.</b>
<b>RF.3.5. Engage in purposeful reading of familiar text.</b>
a. Use context to determine missing words in familiar texts.
<b>RF.4.5. Engage in purposeful reading of text.</b>
a. Read text comprised of familiar words with accuracy and understanding.
b. Use letter knowledge and context to support word recognition when reading.

**RF.5.5 Engage in purposeful reading of text.**

a. Read text comprised of familiar words with accuracy and understanding.

b. Use context to confirm or self-correct word recognition when reading.

**WRITING**

**CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**W.K.1** With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.

**W.1.1** With guidance and support, select a topic and use drawing, dictation, or writing to state an opinion about it.

**W.2.1** Select a topic and use drawing, dictating, or writing to state an opinion about it.

**W.3.1** Write an opinion on topics or texts, supporting a point of view with reasons.

a. Select a topic or text and write an opinion about it.

b. Write one or more reasons to support the opinion.

**W.4.1** Write an opinion about topics or texts, supporting a point of view with reasons.

a. Select a topic or text and write an opinion about it.

b. List reasons to support the opinion.

**W.5.1** Write an opinion about topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text and state an opinion about it.

b. Provide reasons to support the opinion.

<b>W.6.1.</b> Write claims about topics or text.
a. Write a claim about a topic or text.
b. Write one or more reasons to support a claim about a topic or text
<b>W.7.1</b> Write claims about topics or texts.
a. Introduce a topic or text and write one claim about it.
b. Write one or more reasons to support a claim about a topic or text.
c. Use temporal words (first, next, also) to create connections.
<b>W.8.1</b> Write claims about topics or texts.
a. State the claim and provide reasons or pieces of evidence to support it.
b. Write reasons to support a claim about a topic or text.
c. Use temporal words (first, next, also) to create connections.
<b>W.9-10.1</b> Write claims about topics or texts.
a. Introduce a topic or text and write one claim and one counterclaim about it.
<b>W.11-12.1</b> Write arguments to support claims.
a. Write an argument to support a claim that results from studying a topic or reading a text.
b. Support claims with reasons and evidence drawn from text.
c. Provide a closing or concluding statement.
<b>CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

<b>W.K.2</b> With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.
<b>W.1.2</b> Select a familiar topic and use drawing, dictating, or writing to share information about it.
<b>W.2.2</b> Select a topic and use drawing, dictating, or writing to create a written product with one or more facts about the topic.
<b>W.3.2</b> Write to share information by selecting a topic and writing about it, including one or more facts or details.
<b>W.4.2</b> Write to share information supported by details.
a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.
b. List words, facts, or details related to the topic.
<b>W.5.2</b> Write to share information supported by details.
a. Select a topic and write to convey information including related visual, tactual, or multimedia information as appropriate.
b. Provide facts, details, or other information related to the topic.
<b>W.6.2</b> Write to share information supported by details.
a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
b. Provide facts, details, or other information related to the topic.
<b>W.7.2</b> Write to share information supported by details.
a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
b. Provide facts, details, or other information related to the topic.
c. Select domain-specific vocabulary to use in writing about the topic.

<b>W.8.2</b> Write to share information supported by details.
a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
b. Write one or more facts or details related to the topic.
c. Write complete thoughts as appropriate.
d. Use domain specific vocabulary related to the topic.
e. Provide a closing.
<b>W.9-10.2</b> Write to share information supported by details.
a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.
b. Develop the topic with facts or details.
c. Use complete, simple sentences as appropriate.
d. Use domain specific vocabulary when writing claims related to a topic of study or text.
e. Providing a closing or concluding statement.
<b>W.11-12.2</b> Write to share information supported by details.
a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.
b. Develop the topic with relevant facts, details, or quotes.
c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.
d. Use domain specific vocabulary when writing claims related to a topic of study or text.
e. Provide a closing or concluding statement.

**CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**W.K.3** With guidance and support, select a familiar event and use drawing, dictating, or writing to share information about it.

**W.1.3** Select a familiar event and use drawing, dictating, or writing to share information about it.

**W.2.3** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

**W.3.3** Write about an event or personal experience, including the names of people involved.

**W.4.3** Write about events or personal experiences.

a. Write about a personal experience including two events in sequence.

b. List words that describe an event or personal experience to use when writing about it.

**W.5.3** Write about an event or personal experience that includes three or more events in a sequence.

**W.6.3** Write about events or personal experiences.

a. Write a narrative about a real or imagined experience introducing the experience and including two or more events.

b. Use words that establish the time frame.

c. Use words that convey specific details about the experience or event.

**W.7.3** Write about events or personal experiences.

a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.

b. Use temporal words (e.g., first, then, next) to signal order.

c. Use words that describe feelings of people or characters in the narrative.

<b>W.8.3</b> Write about events or personal experiences.
a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
b. Use temporal words (e.g., first, then, next) to signal order.
c. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.
d. Provide a closing.
<b>W.9-10.3</b> Write about events or personal experiences.
a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
b. Organize the events in the narrative using temporal words to signal order as appropriate.
c. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
d. Provide a closing.
<b>W.11-12.3</b> Write about events or personal experiences.
a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
b. Organize the events in the narrative using temporal words to signal order and add cohesion.
c. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
d. Provide a closing.
<b>W.K.4</b> Integrated into Standards W.1, W.2, and W.3
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<b>CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</b>
<b>W.K.4</b> With guidance and support from adults, explore a variety of digital tools to produce group writing.
<b>W.1.4</b> With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
<b>W.2.4</b> With guidance and support from adults and peers, use digital tools to produce and publish writing.
<b>W.3.4</b> With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

<b>W.4.4</b> With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.
<b>W.5.4</b> With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.
<b>W.6.4</b> Use digital tools create to produce and publish writing while interacting and collaborating with others.
<b>W.7.4</b> Use digital tools to produce writing to interacting and collaborating with others.
<b>W.8.4</b> Use digital tools to produce writing to interact and collaborate with others.
<b>W.9-10.4</b> Use digital tools to produce, publish, and update individual or shared writing products.
<b>W.11-12.4</b> Use digital tools to produce, publish and update an individual or shared writing project.
<b>CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
<b>W.K.5</b> With guidance and support, participate in shared research and writing projects.
<b>W.1.5</b> With guidance and support, participate in shared research and writing projects.
<b>W.2.5</b> Participate in shared research and writing projects.
<b>W.3.5</b> Identify information about a topic for a research project.
<b>W.4.5</b> Gather information about a topic from two or more sources for a research project.
<b>W.5.5</b> Conduct short research projects using two or more sources.
<b>W.6.5</b> Conduct short research projects to answer a question.
<b>W.7.5</b> Conduct research to answer a question based on multiple sources of information.

<b>W.8.5</b> Conduct short research projects to answer and pose questions based on multiple sources of information.
<b>W.9-10.5</b> Conduct research projects to answer questions posed by self and others using multiple sources of information.
<b>W.11-12.5</b> Conduct research projects to answer questions posed by self and others using multiple sources of information.
<b>CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>
<b>W.K.6</b> With guidance and support from adults, identify information, objects, or events that relate to personal experiences.
<b>W.1.6</b> With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.
<b>W.2.6</b> Identify information related to personal experiences and answer simple questions about those experiences.
<b>W.3.6</b> Sort information on a topic or personal experience into two provided categories and write about each one.
<b>W.4.6</b> <u>Gather</u> and sort information from personal experiences or a topic into given categories.
<b>W.5.6</b> Gather and sort relevant information on a topic from print or digital sources into given categories.
<b>W.6.6</b> Gather information from multiple print and digital sources that relates to a given topic.
<b>W.7.6</b> Identify quotes providing relevant information about a topic from multiple print or digital sources.
<b>W.8.6</b> Select quotes providing relevant information about a topic from multiple print or digital sources.
<b>W.9-10.6</b> Write answers to research questions by selecting relevant information from multiple resources.
<b>W.11-12.6</b> Write answers to research questions by selecting relevant information from multiple resources.
<b>CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards</b>

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<b>CCR Anchor Standard W.10 (in 2010 Standards) – 2010: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
Integrated into Standards W.1, W.2, and W.3
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<b>SPEAKING AND LISTENING</b>

<b>CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</b>
<b>SL.K.1</b> Participate in communication with others.
<ul style="list-style-type: none"> <li>a. Communicate directly with supportive adults or peers.</li> <li>b.</li> </ul>
b. Participate in multiple-turn communication exchanges with support from adults.
<b>SL.1.1</b> Communicate with others.
a. Engage in multiple-turn exchanges with supportive adults.
b. Build on comments or topics initiated by an adult.
c. Use one or two words to ask questions related to personally relevant topics.
<b>SL.2.1</b> Communicate with others.
a. Engage in multiple-turn exchanges with peers with support from an adult.
b. Build on others’ talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>SL.3.1</b> Communicate with others in group interactions.
a. Engage in collaborative interactions about texts.
b. Listen to others’ ideas before responding.
c. Indicate confusion or lack of understanding about information presented.
<b>SL.4.1</b> Communicate with others in group interactions.
a. Contribute ideas from prior knowledge of a text during discussions about the same text.

b. With guidance and support, carry out assigned role in a discussion.
c. Answer specific questions related to information in a discussion.
d. Identify the key ideas in a discussion.
<b>SL.5.1</b> Communicate with others in group interactions.
a. Come to discussion prepared to share information.
b. Carry out assigned role in a discussion.
c. Ask questions related to information in a discussion.
d. Make comments that contribute to the discussion and link to the remarks of others.
<b>SL.6.1</b> Engage in collaborative discussions.
a. Come to discussions prepared to share information.
b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
c. Ask and answer questions specific to the topic, text, or issue under discussion.
d. Restate key ideas expressed in the discussion.
<b>SL.7.1</b> Engage in collaborative discussions.
a. Come to discussions prepared to share information.
b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.
d. Acknowledge new information expressed by others in a discussion.

<b>SL.8.1</b> Communicate with others in group interactions.
a. Come to discussions prepared to share information previously studied.
b. Follow simple rules and carry out assigned roles during discussions.
c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.
d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.
<b>SL.9-10.1</b> Communicate with others in group interactions.
a. Prepare for discussions by collecting information on the topic.
b. Work with adults and peers to set rules for discussions.
c. Relate the topic of discussion to broader themes or ideas.
d. Indicate agreement or disagreement with others during discussions.
<b>SL.11-12.1</b> Engage in collaborative discussions.
a. Prepare for discussions by collecting information on the topic.
b. Work with peers to set rules and goals for discussions.
c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
d. Respond to agreements and disagreements in a discussion.
<b>CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>
<b>SL.K.2</b> Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by identifying objects, images, or other representations of the text.
<b>SL.1.2</b> During shared reading, identify key details in the text.

<b>SL.2.2</b> During shared reading, answer who and what questions.
<b>SL.3.2</b> Identify details in a text read aloud or information presented orally or through other media.
<b>SL.4.2</b> Ask and answer questions about details from a text read aloud or information presented orally or through other media.
<b>SL.5.2</b> Identify the explicitly stated main idea of text presented orally or through other media.
<b>SL.6.2</b> Identify information presented in diverse media and formats that relates to a topic, text, or issue under study.
<b>SL.7.2</b> Identify details related to the main idea of a text presented orally or through other media.
<b>SL.8.2</b> Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.
<b>SL.9-10.2</b> Determine the credibility of information presented in diverse media or formats.
<b>SL.11-12.2</b> Determine the credibility and accuracy of information presented across diverse media or formats.
<b>CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.</b>
<b>SL.K.3</b> With guidance and support ask for help when needed.
<b>SL.1.3</b> With guidance and support communicate confusion, lack of understanding or a need for help.
<b>SL.2.3</b> Answer who and what questions about the details provided by the speaker.
<b>SL.3.3</b> Answer who, what, and where questions about the details provided by the speaker.
<b>SL.4.3</b> Identify a point that the speaker makes.
<b>SL.5.3</b> Identify the reasons and evidence supporting a specific point.
<b>SL.6.3</b> Identify the points the speaker makes by reasons and evidence supporting the claims made by the speaker.
<b>SL.7.3</b> Determine whether the claims made by a speaker are fact or opinion.



<b>SL.8.3</b> Determine the argument made by a speaker on a topic.
<b>SL.9-10.3</b> Determine the speaker's point of view on a topic.
<b>SL.11-12.3</b> Determine whether the claims and reasoning enhance the speaker's argument on a topic.
<b>CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b>
<b>SL.K.4</b> Communicate with adult communication partners.
<b>SL.1.4</b> Combine two or more words when communicating.
<b>SL.2.4</b> Communicate about a personal experience or event.
<b>SL.3.4</b> Communicate opinion on a familiar topic or text including descriptive words.
<b>SL.4.4</b> Communicate opinion on a familiar topic or text in an organized manner.
<b>SL.5.4</b> Communicate opinion on a familiar topic or text, providing facts or details related to it.
<b>SL.6.4</b> Communicate findings including descriptions, facts, or details related to main idea or theme.
<b>SL.7.4</b> Communicate findings including descriptions, facts, or details related to main idea or theme.
<b>SL.8.4</b> Communicate findings including relevant descriptions, facts, or details.
<b>SL.9-10.4</b> Communicate findings including relevant descriptions, facts or details with an organization that supports purpose, audience, and task.
<b>SL.11-12.4</b> Communicate findings including relevant descriptions, facts, or details as well as alternative or opposing information, with and organization that supports purpose, audience and task.
<b>CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>
<b>SL.K.5</b> With guidance and support add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.

<b>SL.1.5</b> Add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.
<b>SL.2.5</b> Select visual, audio, or tactual representations that support communication about a personal experience.
<b>SL.3.5</b> Create a multimedia presentation of a story or poem.
<b>SL.4.5</b> Add audio recordings or visuals to a presentation about a personally relevant topic.
<b>SL.5.5</b> Select or create audio recordings and visual/tactile displays to enhance presentation.
<b>SL.6.5</b> Select an auditory, visual, or tactual display to clarify the information in presentations.
<b>SL.7.5</b> Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.
<b>SL.8.5</b> Include multimedia and visual information into presentations.
<b>SL.9-10.5</b> Use digital media in presentations to support understanding.
<b>SL.11-12.5</b> Use digital media strategically in presentations to support understanding and add interest.
<b>CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.</b>
<b>SL.K.6</b> Integrated into SL.4
<b>SL.1.6</b> Integrated into SL.4
<b>SL.2.6</b> Integrated into SL.4
<b>SL.3.6</b> Integrated into SL.4
<b>SL.4.6</b> Integrated into SL.4
<b>SL.5.6</b> Integrated into SL.4
<b>SL.6.6</b> Integrated into SL.4

SL.7.6 Integrated into SL.4
SL.8.6 Integrated into SL.4
SL.9-10.6 Integrated into SL.4
SL.11-12.6 Integrated into SL.4
<b>LANGUAGE</b>
<b>CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.</b>
L.K.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.
L.1.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.
L.2.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.
L.3.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.
L.4.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.
L.5.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.
L.6.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating.
L.7.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating.
L.8.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating.
L.9-10.1 Demonstrate standard English grammar and usage within the 9-12 grammar continuum when writing or communicating.
L.11-12.1 Demonstrate standard English grammar and usage within the 9-12 grammar continuum when writing or communicating.
<b>CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</b>
L.K.2 Begins in Grade 1
L.1.2 Demonstrate emerging understanding of conventions of standard English during shared writing within K-1 conventions continuum when writing.
L.2.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.

L.3.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.
L.4.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.
L.5.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.
L.6.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing.
L.7.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing.
L.8.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing.
L.9-10.2 Demonstrate understanding of conventions of standard English within 9-12 conventions continuum when writing.
L.11-12.2 Demonstrate understanding of conventions of standard English within 9-12 conventions continuum when writing.
<b>CCR Anchor Standard L.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 reading or listening.</b>
L.K.3 Begins in grade 2
L.1.3 Begins in grade 2
L.2.3 Use symbolic language to achieve desired outcomes when communicating.
L.3.3 Use language to achieve desired outcomes when communicating to make simple request, comment, or share information.
L.4.3 Use language to achieve desired outcomes when communicating.
a. Use language to express emotion.
b. Communicate effectively with peers and adults.
L.5.3 Use language to achieve desired meaning when communicated by combining words when asked.
L.6.3 Use language to achieve desired outcomes by attempting to repair communication when a reader or listener does not understand the initial attempt.

L.7.3 Use precise language to achieve desired outcomes or meaning when communicating.
L.8.3 Use language to achieve desired outcomes when communicating by using a range of verb tenses (e.g., I walked, I walk, I will walk) accurately when writing or communicating.
L.9-10.3 Use language and vary syntax when writing and communicating to achieve desired outcomes.
L.11-12.3 Use language to achieve desired outcomes when communicating by using a variety of simple and compound sentence structures.
<b>CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
L.K.4 With guidance and support demonstrate knowledge of word meanings used in every day routines.
L.1.4 Demonstrate knowledge of word meanings used in every day routines.
L.2.4 Demonstrate knowledge of word meanings drawn from grade 2 content.
L.3.4 Demonstrate knowledge of word meanings drawn from grade 3 content.
L.4.4 Demonstrate knowledge of word meanings drawn from grade 4 content.
L.5.4 Demonstrate knowledge of word meanings drawn from grade 5 content.
L.6.4 Demonstrate knowledge of word meanings drawn from grade 6 content using context clues.
L.7.4 Demonstrate knowledge of word meanings drawn from grade 7 content using context clues.
L.8.4 Demonstrate knowledge of word meanings drawn from grade 8 content using context clues.
L.9-10.4 Demonstrate knowledge of unknown and multiple-meaning words drawn from grade 9-10 content using context clues.
L.11-12.4 Demonstrate knowledge of unknown and multiple-meaning words drawn from grade 11-12 content using context clues.
<b>CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.</b>
L.K.5 With guidance and support, demonstrate emerging understanding of word relationships.

a. Sort common objects into familiar categories.
b. Demonstrate understanding of frequently occurring opposites.
<b>L.1.5</b> With guidance and support, demonstrate emerging understanding of word relationships.
a. Sort common objects into familiar categories.
b. Identify attributes of familiar words.
c. Demonstrate an understanding of present tense verbs.
<b>L.2.5</b> Demonstrate understanding of word relationships and use.
a. Demonstrate understanding of the meaning of commonly occurring verbs.
<b>L.3.5</b> Demonstrate understanding of word relationships and use.
a. Determine the literal meaning of words and phrases in context.
b. Identify words that describe personal emotional states.
<b>L.4.5</b> Demonstrate understanding of word relationships and use.
a. Use common idioms (e.g., no way, not a chance, you bet).
b. Demonstrate understanding of opposites.
<b>L.5.5</b> Demonstrate understanding of word relationships and use.
a. Demonstrate understanding of words that have similar meanings.
b. Use simple, common idioms (e.g., You bet! It's a deal., cool.).
<b>L.6.5</b> Demonstrate understanding of word relationships and use.
a. Determine the meaning of simple similes (e.g., The man was big as a tree.).
b. Demonstrate understanding of words by identifying other words with similar and different meanings.
<b>L.7.5</b> Demonstrate understanding of word relationships and use.
a. Identify the literal and nonliteral meanings of words in context.
b. Demonstrate understanding of synonyms and antonyms.
<b>L.8.5</b> Demonstrate understanding of word relationships and use.

a. Demonstrate understanding of the use of multiple meaning words.
b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).
<b>L.9-10.5</b> Demonstrate understanding of word relationships and use.
a. Interpret common figures of speech.
b. Determine the intended meaning of multiple meaning words.
<b>L.11-12.5</b> Demonstrate understanding of simple figures of speech encountered while reading or listening.
<b>CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
<b>L.K.6</b> With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
<b>L.1.6</b> With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
<b>L.2.6</b> Use words acquired through conversations, being read to, and during shared reading activities.
<b>L.3.6</b> Use words acquired through conversations, being read to, and during shared reading activities.
<b>L.4.6</b> Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.
<b>L.5.6</b> Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.
<b>L.6.6</b> Use general academic and domain-specific words and phrases across contexts.
<b>L.7.6</b> Use general academic and domain-specific words and phrases across contexts.
<b>L.8.6</b> Use general academic and domain-specific words and phrases across contexts.
<b>L.9-10.6</b> Use general academic and domain-specific words and phrases across contexts.
<b>L.11-12.6</b> Use general academic and domain-specific words and phrases across contexts.