## English Language Arts K-8

### “CONTINUUM for CALIFORNIA STANDARDS”

### Reading Standards for Literature K-8 (RL)

#### Key Ideas & Details

1. With prompting and support, ask and answer questions about details in a text.
2. Retell stories, including key details, and provide a general sense of the structure of the story.
3. Describe characters, settings, and major events in a story, using key details.
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).

#### Craft & Structure

1. With prompting and support, ask and answer questions about details in a text.
2. Retell stories, including key details, and provide a general sense of the structure of the story.
3. Describe characters, settings, and major events in a story, using key details.
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).

#### Grade 1 Students

1. Ask and answer questions about details in a text.
2. Recount stories, including key details, and determine central message or lesson.
3. Describe how characters respond to major events in a story.
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
5. Explain what the text says explicitly as well as inferences drawn from the text.

#### Grade 2 Students

1. Ask and answer questions about unknown words in a story, poem, or drama.
2. Recount stories, including key details, and determine central message or lesson.
3. Describe how characters respond to major events in a story.
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
5. Explain what the text says explicitly as well as inferences drawn from the text.

#### Grade 3 Students

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details.
3. Describe how a particular element of a story or drama unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
4. Determine the meaning of new 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.
5. Analyze how a poem or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

#### Grade 4 Students

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details.
3. Describe how a particular element of a story or drama unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
4. Determine the meaning of new 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.
5. Analyze how a poem or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

#### Grade 5 Students

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details.
3. Describe how a particular element of a story or drama unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
4. Determine the meaning of new 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.
5. Analyze how a poem or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

#### Grade 6 Students

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details.
3. Describe how a particular element of a story or drama unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
4. Determine the meaning of new 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.
5. Analyze how a poem or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

#### Grade 7 Students

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details.
3. Describe how a particular element of a story or drama unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
4. Determine the meaning of new 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.
5. Analyze how a poem or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

#### Grade 8 Students

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details.
3. Describe how a particular element of a story or drama unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
4. Determine the meaning of new 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.
5. Analyze how a poem or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

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Tulare County Office of Education, Visalia, California (559) 651-3831 *BOLD FONT INDICATES CALIFORNIA’S 15th*
### Kindergarteners:

**Grade 1 Students**

- Grade 2 Students

- Grade 3 Students

- Grade 4 Students

- Grade 5 Students

- Grade 6 Students

- Grade 7 Students

- Grade 8 Students

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**Reading Standards for Literature K-8 (RL) continued**

**Craft & Structure (continued)**

6. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.

7. Use illustrations and details in a story to describe its characters, settings, or events.

8. Compare and contrast two or more different versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

9. Compare and contrast the adventures and experiences of characters in familiar stories.

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**Integration of Knowledge & Ideas**

7. Use illustrations and details in a story to describe its characters, settings, or events.

8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

9. Compare and contrast the adventures and experiences of characters in familiar stories.

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**Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

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**Reading Standards for Informational Text K-8 (RI)**

**Key Ideas & Details**

1. Ask and answer questions about a key details in a text.

2. Ask and answer questions about key details in a text.

3. Ask and answer questions about key details in a text.

4. Ask and answer questions about key details in a text.

5. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
### Reading Standards for Informational Text K-8 (RI) continued

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<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
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<th>Grade 6 Students</th>
<th>Grade 7 Students</th>
<th>Grade 8 Students</th>
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<tbody>
<tr>
<td><strong>Key Ideas &amp; Details (continued)</strong></td>
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<td>2. With prompting and support, identify the main topic and retell key details of a text.</td>
<td>2. Identify the main topic and retell key details of a text.</td>
<td>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</td>
<td>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>2. Determine two or more central ideas of a text and how they are supported by key details; summarize the text.</td>
<td>2. 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.</td>
<td>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
<td>2. 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.</td>
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<tr>
<td>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
<td>3. 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).</td>
<td>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
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</table>

**Craft & Structure**

| 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 for additional expectations.) CA | 4. Determine the meanings of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA | 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.) CA | 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA | 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 6 topic or subject area. (See grade 6 Language standards 4-6 for additional expectations.) CA | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 7 Language standards 4-6 for additional expectations.) CA | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 for additional expectations.) CA | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.) CA |
| 5. Identify the front cover, back cover, and title page of a book. | 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. CA | 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | 5. Analyze how a particular author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA | 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | 6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | 6. 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. |
Reading Standards for Informational Text K-8 (RI) continued

**Integration of Knowledge & Ideas**

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

9. Compare and contrast a speaker’s presentation of events in two different media or formats, analyzing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

10. 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).

Kindergartners:

b. With prompting and support, identify the reasons an author gives to support points in a text.

a. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Grade 1 Students**

b. Identify the reasons an author gives to support points in a text.

a. Describe how reasons support specific points the author makes in a text.

b. Compare and contrast the most important points presented by two texts on the same topic.

Grade 2 Students

b. Compare and contrast the implications of two texts on the same topic.

a. Compare and contrast the implications of two texts on the same topic.

Grade 3 Students

b. Compare and contrast the implications of several texts on the same topic.

a. Compare and contrast the implications of two texts on the same topic.

**Range of Reading and Level of Text Complexity**

10. Actively engage in group reading activities with purpose and understanding.

álido prior knowledge related to the information and events in texts.

a. Identify prior knowledge related to the information and events in texts.

b. Confirm predictions about what will happen next in text.

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 3-5 text complexity band independently and proficiently.

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 3-5 text complexity band independently and proficiently.

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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### Reading Standards: Foundational Skills K-8 (RF)

#### Print Concepts

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</table>
| 1. Demonstrate understanding of the organization and basic features of print.  
a. Follow words from left to right, top to bottom, and page by page.  
b. Recognize that spoken words are represented in written language by specific sequences of letters.  
c. Understand that words are separated by spaces in print.  
d. Recognize and name all upper-and lowercase letters of the alphabet. | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) |

#### Phonological Awareness

<table>
<thead>
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</table>
| 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
  a. Recognize and produce rhyming words.  
  b. Count, pronounce, blend, and segment syllables in spoken words.  
  c. Blend and segment onsets and rimes of single-syllable spoken words.  
  d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. *(This does not include CVCs ending with /l, r, or x/).*  
  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words  
  f. Blend two or three phonemes into recognizable words. CA | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) | (Not applicable) |
**Reading Standards: Foundational Skills K-8 (RF) continued**

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<td><strong>Phonics &amp; Word Recognition</strong></td>
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<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</td>
<td>a. Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sounds for each consonant.</td>
<td>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</td>
<td>c. Read common high-frequency words by sight (e.g., be, do, is, and).</td>
<td>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
<td>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</td>
<td>f. Read words with inflectional endings.</td>
<td>g. Recognize and read grade-appropriate irregularly spelled words.</td>
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<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</td>
<td>a. Know the spelling-sound correspondences for common consonant digraphs.</td>
<td>b. Decode regularly spelled one-syllable words.</td>
<td>c. Know final -e and common vowel team conventions for representing long vowel sounds.</td>
<td>d. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</td>
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<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</td>
<td>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
<td>b. Know spelling-sound correspondences for additional common vowel teams.</td>
<td>c. Decode regularly spelled two-syllable words with long vowels.</td>
<td>d. Decode words with common prefixes and suffixes.</td>
<td>e. Identify words with inconsistent but common spelling-sound correspondences.</td>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
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<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</td>
<td>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>b. Decode words with common Latin suffixes.</td>
<td>c. Decode multi-syllable words.</td>
<td>d. Read grade-appropriate irregularly spelled words.</td>
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<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>a. Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
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</table>

**Fluency**

| | | | | | | | | |
| 4. Read emergent-reader texts with purpose and understanding. | | | | | | | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. | | | | | | | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. | | | | | | | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level prose with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. | | | | | | | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. | | | | | | | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. | | | | | | | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. | | | | | | | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. | | | | | | | | |
### Writing Standards K-8(W)

<table>
<thead>
<tr>
<th>Text Types &amp; Purposes</th>
<th>Kindergartners:</th>
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<th>Grade 2 Students</th>
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</thead>
<tbody>
<tr>
<td>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.</td>
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<td>2. Write opinion pieces in which they introduce topics or texts, supporting a point of view with reasons.</td>
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<td>a. Introduce the topic or text they are writing about, state an opinion, and connect opinion and reasons.</td>
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<td>b. Provide reasons that support the opinion.</td>
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<td>c. Use linking words and phrases (e.g., because, therefore, for example) to connect opinion and reasons.</td>
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<td>d. Provide concluding statement or section.</td>
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<tr>
<td>3. Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
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<tr>
<td>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</td>
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<td>b. Provide reasons that support the opinion.</td>
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<td>c. Use linking words and phrases (e.g., because, therefore, for example) to connect opinion and reasons.</td>
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<td>d. Provide concluding statement or section.</td>
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<td>4. Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
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<td>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</td>
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<td>b. Provide reasons that are supported by facts and details.</td>
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<td>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
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<td>d. Provide concluding statement or section related to the opinion presented.</td>
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<td>5. Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
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<td>7. Write arguments to support claims with clear reasons and relevant evidence.</td>
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<td>a. Introduce a claim(s) and organize the reasons and evidence clearly.</td>
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<td>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</td>
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<td>c. Use words, phrases, and clauses to clarify the relationships among the claim(s) and reasons.</td>
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<td>d. Establish and maintain a formal style.</td>
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<td>e. Provide a concluding statement or section that follows from the argument presented.</td>
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<td>8. Write arguments to support claims with clear reasons and relevant evidence.</td>
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<td>a. Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.</td>
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<td>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
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<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.</td>
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2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly, and provide a concluding statement or section.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic clearly, and group related information in paragraphs and sections; include facts, definitions, and multimedia when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Provide a concluding statement or section related to the information or explanation presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include facts, definitions, and multimedia when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   c. Link ideas within and across categories of information using words and phrases, definitions, and clauses (e.g., in contrast, especially).
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Provide a concluding statement or section related to the information or explanation presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic or thesis statement, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include facts, definitions, concrete details, quotations, or other information and examples.
   b. Introduce a topic clearly, and provide a general observation and focus.
   c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   d. Link ideas within and across categories of information using words and phrases, definitions, and clauses (e.g., in contrast, especially).
   e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   f. Develop a concluding statement or section that follows from the information or explanation presented.

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   f. Develop a concluding statement or section that follows from and supports the information or explanation presented.

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   f. Develop a concluding statement or section that follows from and supports the information or explanation presented.
### Writing Standards K-8 (W) continued

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<tr>
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<tr>
<td>Use a combination of drawing, dictating, and sharing to narrate a made-up event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reason to what happened.</td>
<td>Write narratives in which they recount two or more appropriately sequenced events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and provide some sense of closure.</td>
<td>Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and provide a sense of closure.</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations. c. Use a variety of transitional words and phrases to signal events. d. Use concrete words and phrases to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations. c. Use a variety of transitional words and phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from and reflects the narrated experiences or events.</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from and reflects the narrated experiences or events.</td>
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### Production & Distribution of Writing

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<td>With guidance and support from adults, produce writing in which the development of organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CA</td>
<td>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CA</td>
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<tr>
<td>Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.) CA</td>
<td>Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.) CA</td>
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<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
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**Note:** Bold font indicates California’s 15% specific expectations for writing types.
## Writing Standards K-8 (W) continued

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<td><strong>5.</strong> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</td>
<td><strong>5.</strong> With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing.</td>
<td><strong>5.</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</td>
<td><strong>5.</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)</td>
<td><strong>5.</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</td>
<td><strong>5.</strong> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)</td>
<td><strong>5.</strong> 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 are conveyed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</td>
<td><strong>5.</strong> 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 are conveyed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</td>
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<td><strong>6.</strong> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td><strong>6.</strong> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td><strong>6.</strong> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</td>
<td><strong>6.</strong> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</td>
<td><strong>6.</strong> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</td>
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<td><strong>7.</strong> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</td>
<td><strong>7.</strong> Participate in shared research and writing projects (e.g., explore a number of &quot;how-to&quot; books on a chosen topic and use them to write a sequence of instructions).</td>
<td><strong>7.</strong> Conduct short research projects that build knowledge about a topic.</td>
<td><strong>7.</strong> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
<td><strong>7.</strong> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
<td><strong>7.</strong> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry as appropriate.</td>
<td><strong>7.</strong> Conduct short focused research projects to answer a question, drawing on several sources and generating new related, focused questions for further research and investigation.</td>
<td><strong>7.</strong> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
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<td><strong>8.</strong> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td><strong>8.</strong> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td><strong>8.</strong> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
<td><strong>8.</strong> Recall information from experiences or gather relevant information from print and digital sources; take notes paraphrase, and categorize information to, and provide a list of sources.</td>
<td><strong>8.</strong> Recall 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.</td>
<td><strong>8.</strong> Gather relevant information from multiple print and digital sources; use 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.</td>
<td><strong>8.</strong> Gather relevant information from multiple print and digital sources; use 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.</td>
<td><strong>8.</strong> Gather relevant information from multiple print and digital sources; use 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.</td>
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### Writing Standards K-8(W) continued

**Research to Build & Present Knowledge (continued)**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
   b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact?”).
   b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points?”).

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems, historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”).
   b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”).
   b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
   b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

### Range of Writing

10. Begins in grade 2) CA
10. (Begins in grade 2) CA
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.
CA
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.
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### Kindergartners:

<table>
<thead>
<tr>
<th>Grade 1 Students</th>
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</tr>
</thead>
</table>

1. Participate in collaborative conversations with diverse partners about **Kindergarten topics** and texts with peers and adults in small and large groups.

   a. **Follow agreed-upon rules for discussions** (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

   b. **Continue a conversation through multiple exchanges.**

### Comprehension & Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow agreed-upon rules for discussions and carry out assigned roles.

   c. Pose and respond to specific questions by elaborating and detail by making comments that contribute to the discussion, and link to the remarks of others.

   d. Review the key ideas expressed and clarify the text, or issue under discussion.

   e. Acknowledge new information expressed by others and, when warranted, modify their own views.

### Speaking & Listening Standards K-8 (SL)

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and response to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose and respond to specific questions with elaboration and detail, and make comments that contribute to the discussion, and link to the remarks of others.

   d. Review the key ideas expressed and clarify the text, or issue under discussion.

### Comprehension & Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

### Speaking & Listening Standards K-8 (SL)

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### Comprehension & Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and response to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 2 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and response to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

3. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and response to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and response to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

5. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and response to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

6. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and response to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

7. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and response to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

8. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and response to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.
**Speaking & Listening Standards K-8 (SL) continued**

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<tr>
<td>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
<td>5. Add drawings or other visual displays as desired to provide additional detail.</td>
<td>6. Comprehension &amp; Collaboration (continued)</td>
<td>7. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence and identify and analyze any logical fallacies. CA</td>
<td>8. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
<td>9. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</td>
<td>10. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA</td>
<td>11. Present claims and findings (e.g., argument, narrative, summary presentations), supporting a claim, acknowledging counterarguments, organizing evidence logically, using words and phrases to create cohesion, and providing a concluding statement that supports the argument presented. CA</td>
</tr>
</tbody>
</table>

**Presentation of Knowledge & Ideas**

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CA

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CA

4. Present claims and findings (e.g., argument, narrative, informative/explanatory presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA

4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA

4. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA

4. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. CA

5. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence and identify and analyze any logical fallacies. CA

5. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CA

5. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA

5. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, using words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA

5. Present claims and findings (e.g., argument, narrative, response to literature presentations), establishing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA

5. Present claims and findings (e.g., argument, narrative, informative/explanatory presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA

5. Present claims and findings (e.g., argument, narrative, informative/explanatory presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA

5. Present claims and findings (e.g., argument, narrative, informative/explanatory presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA
Speaking & Listening Standards K-8 (SL) continued

### Conventions of Standard English

1. **Kindergartners:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   - a. Print many upper- and lowercase letters.
   - b. Use frequently occurring nouns and verbs.
   - c. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
     - a. Use collective nouns (e.g., group).
     - b. Form and use regular and irregular plural nouns (e.g., feet, children, teeth, mice, fish).
   - d. Use reflexive pronouns (e.g., myself, ourselves).
   - e. Use prepositions (e.g., of, in, on, off, at, to, for, by, with).
   - f. Use frequently occurring prepositions (e.g., in, on, at, off, for, at, by, with).
   - g. Write legibly in cursive or print.

2. **Grade 1 Students:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   - a. Use interrogative relative pronouns (who, whose, which, that) and relative adverbs (where, when, why).
   - b. Form and use the simple progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   - d. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.
   - e. Use subject-verb agreement correctly.
   - f. Use and recognize simple and compound sentences (e.g., The boy watched the movie. The little boy watched the movie.
   - g. Use verb tense to convey various times, sequences, states, and conditions.
   - h. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   - i. Use collective nouns (e.g., children, mice, books).
   - j. Use coordinating and subordinating conjunctions.
   - k. Use verb tense to convey various times, sequences, states, and conditions.

3. **Grade 2 Students:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   - a. Use interruptive relative pronouns (who, whose, which, that) and relative adverbs (where, when, why).
   - b. Form and use the simple progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   - d. Use subject-verb agreement correctly.
   - e. Use and recognize simple and compound sentences (e.g., The boy watched the movie. The little boy watched the movie.
   - f. Use verb tense to convey various times, sequences, states, and conditions.
   - g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   - h. Use coordinating and subordinating conjunctions.
   - i. Use verb tense to convey various times, sequences, states, and conditions.

4. **Grade 3 Students:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   - a. Use interrogative relative pronouns (who, whose, which, that) and relative adverbs (where, when, why).
   - b. Form and use the simple progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   - d. Use subject-verb agreement correctly.
   - e. Use and recognize simple and compound sentences (e.g., The boy watched the movie. The little boy watched the movie.
   - f. Use verb tense to convey various times, sequences, states, and conditions.
   - g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   - h. Use coordinating and subordinating conjunctions.
   - i. Use verb tense to convey various times, sequences, states, and conditions.

5. **Grade 4 Students:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   - a. Use interrogative relative pronouns (who, whose, which, that) and relative adverbs (where, when, why).
   - b. Form and use the simple progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   - d. Use subject-verb agreement correctly.
   - e. Use and recognize simple and compound sentences (e.g., The boy watched the movie. The little boy watched the movie.
   - f. Use verb tense to convey various times, sequences, states, and conditions.
   - g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   - h. Use coordinating and subordinating conjunctions.
   - i. Use verb tense to convey various times, sequences, states, and conditions.

6. **Grade 5 Students:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   - a. Use interrogative relative pronouns (who, whose, which, that) and relative adverbs (where, when, why).
   - b. Form and use the simple progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   - d. Use subject-verb agreement correctly.
   - e. Use and recognize simple and compound sentences (e.g., The boy watched the movie. The little boy watched the movie.
   - f. Use verb tense to convey various times, sequences, states, and conditions.
   - g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   - h. Use coordinating and subordinating conjunctions.
   - i. Use verb tense to convey various times, sequences, states, and conditions.

7. **Grade 6 Students:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   - a. Use interrogative relative pronouns (who, whose, which, that) and relative adverbs (where, when, why).
   - b. Form and use the simple progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   - d. Use subject-verb agreement correctly.
   - e. Use and recognize simple and compound sentences (e.g., The boy watched the movie. The little boy watched the movie.
   - f. Use verb tense to convey various times, sequences, states, and conditions.
   - g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   - h. Use coordinating and subordinating conjunctions.
   - i. Use verb tense to convey various times, sequences, states, and conditions.

8. **Grade 7 Students:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   - a. Use interrogative relative pronouns (who, whose, which, that) and relative adverbs (where, when, why).
   - b. Form and use the simple progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   - d. Use subject-verb agreement correctly.
   - e. Use and recognize simple and compound sentences (e.g., The boy watched the movie. The little boy watched the movie.
   - f. Use verb tense to convey various times, sequences, states, and conditions.
   - g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   - h. Use coordinating and subordinating conjunctions.
   - i. Use verb tense to convey various times, sequences, states, and conditions.

9. **Grade 8 Students:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   - a. Use interrogative relative pronouns (who, whose, which, that) and relative adverbs (where, when, why).
   - b. Form and use the simple progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   - c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   - d. Use subject-verb agreement correctly.
   - e. Use and recognize simple and compound sentences (e.g., The boy watched the movie. The little boy watched the movie.
   - f. Use verb tense to convey various times, sequences, states, and conditions.
   - g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   - h. Use coordinating and subordinating conjunctions.
   - i. Use verb tense to convey various times, sequences, states, and conditions.
Language Standards K-8 (L) continued

Kindergartners: | Grade 1 Students | Grade 2 Students | Grade 3 Students | Grade 4 Students | Grade 5 Students | Grade 6 Students | Grade 7 Students | Grade 8 Students
---|---|---|---|---|---|---|---|---
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
   a. Capitalize the first word in a sentence and the pronoun I.  
   b. Recognize and name end punctuation.  
   c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
   a. Capitalize dates and names of people.  
   b. Use end punctuation for sentences.  
   c. Use commas in dates and to separate single words in a series.  
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
   e. Spell words you cannot spell correctly, consulting reference materials, including beginning dictionaries, as needed to check and correct spellings.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
   a. Capitalize proper names of people.  
   b. Use commas in addresses.  
   c. Use commas and quotation marks in dialogue.  
   d. Form and use possessives.  
   e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  
   f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  
   g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
   a. Use correct capitalization.  
   b. Use commas and quotation marks to mark direct speech and quotations from a text.  
   c. Use a comma before a coordinating conjunction in a compound sentence.  
   d. Spell grade-appropriate words correctly, consulting references as needed.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
   a. Use punctuation (commas, parentheses, dashes) to set off nonresective/phrenetical elements.  
   b. Spell correctly.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
   a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [green] shirt).  
   b. Spell correctly.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
   a. Use punctuation (commas, ellipsis, dash) to indicate a pause or break.  
   b. Use an ellipsis to indicate an omission.  
   c. Spell correctly.

Knowledge of Language

3. (Begins in grade 2)  
   a. Compare formal and informal uses of English.

3. (Begins in grade 2)  
   a. Choose words and phrases for effect.  
   b. Recognize and observe differences between the conventions of spoken and written Standard English.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
   a. Choose words and phrases for effect.  
   b. Choose punctuation for effect.  
   c. Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
   a. Use sentences to convey ideas precisely.  
   b. Maintain consistency in style and tone.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
   a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
   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).
Language Standards K-8 (L) continued

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
<th>Grade 6 Students</th>
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<td><strong>Vocabulary Acquisition and Use</strong></td>
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<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</td>
<td>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</td>
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<td>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -ing; -s, -es; un-; dis-) as a clue to the meaning of an unknown word.</td>
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<td>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</td>
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<td>d. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
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<td>f. Use frequently occurring affixes as a clue to the meaning of a word.</td>
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<td>h. Determine the meaning of the new word formed when a word of a known prefix is added to a known word (e.g., happy/unhappy, well/ill).</td>
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<td>i. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</td>
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<td>j. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</td>
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<td>k. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA</td>
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<td>m. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
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## Language Standards K-8 (L) continued

### Kindergartners:

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
   - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   - b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., know, believed, suspected, heard, wondered).

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., know, believed, suspected, heard, wondered).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
   - b. Use the relationship between particular words (e.g., cause/effect, part/whole, items/category) to better understand each of the words.
   - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrooping, economical, untasteful, thrifty).

### Grade 1 Students

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
   - b. Use the relationship between particular words (e.g., cause/effect, part/whole, items/category) to better understand each of the words.
   - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrooping, economical, untasteful, thrifty).

### Grade 2 Students

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., describe foods that are spicy or juicy).

### Grade 3 Students

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., describe foods that are spicy or juicy).

### Grade 4 Students

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., describe foods that are spicy or juicy).

### Grade 5 Students

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., describe foods that are spicy or juicy).

### Grade 6 Students

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., describe foods that are spicy or juicy).

### Grade 7 Students

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., describe foods that are spicy or juicy).

### Grade 8 Students

5. Demonstrate understanding of word relationships and nuances in word meanings.
   - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., describe foods that are spicy or juicy).