	READING LITERATURE												
	KEY IDEAS AND DETAILS												
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH				
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.	1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	who, what, where, when, why, and how to demonstrate	1. Ask and answer questions to demonstrate understandin g of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ł				
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understandin g of their central message or lesson.	cultures, and determine their central	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective	its development				

				explain how it is conveyed through key details in the text.		respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	personal opinions or judgments.	summary of the text.	characters, setting, and plot; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.	characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
				CRAFT AND	STRUCTUR	E			
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
4. Interpret words and phrases as they are used in a text, including determining technical, connotative,	4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply	meaning of words and phrases as they are used in a text,	4. Determine the meaning of words and phrases as they are used in a text, including those that	4. Determine the meaning of words and phrases as they are used in a text, including figurative	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	4. Determine the meaning of words and phrases as they are used in a text, including figurative	4. Determine the meaning of words and phrases as they are used in a text, including figurative

	<u> </u>					1.			
and		•	,	from	allude to	0 0	meanings;	and	and
figurative			0	non-literal	significant	such as	analyze the	connotative	connotative
meanings,			story,	language.	characters	metaphors	impact of a	meanings;	meanings;
and analyze			poem, or	5. Refer to	found in	and	specific	analyze the	analyze the
how specific			song.	parts of	mythology	similes.5.	word choice on	•	impact of
word choices			Describe	stories,	(e.g.,	Explain how	meaning and	rhymes and	specific word
shape		-	the overall	dramas, and	Herculean).	a series	tone.	other	choices
meaning or			structure of a	•		of chapters,			on meaning
tone.	d	Irawing	story,	writing	major	scenes, or		sounds	and
			including	or speaking	differences	stanzas fits		(e.g.,	tone,
	re	eading of a	describing	about a	between	together to		alliteration)	including
	ra	ange of	how the	text, using	poems,	provide the		on a	analogies or
	te	ext types.	beginning	terms such	drama, and	overall		specific	allusions
	6	6. Identify	introduces	as chapter,	prose, and	structure of a		verse	to other
	W	vho is telling	the story	scene,	refer to the	particular		or stanza of	texts.
	th	he story at	and the	and stanza;	structural	story,		a poem or	
	v	arious	ending	describe	elements of	drama, or		section of a	
	р	oints in a	concludes	how each	poems (e.g.,	poem.6.		story or	
	te	ext.	the action.	successive	verse,	Describe		drama.	
			6.	part builds	rhythm,	how a			
			Acknowledge	on	meter) and	narrator's or			
			differences in	earlier	drama (e.g.,	speaker's			
			the	sections.6.	casts of	point of view			
			points of	Distinguish	characters,	influences			
			view of	their own	settings,	how events			
			characters,	point of view	descriptions,	are			
			including by	from that	dialogue,	described.			
			speaking	of the	stage	a. Recognize			
			in a different	narrator or	directions)	and			
			voice for	those	when	describe how			
			each	of the	writing or	an			
			character	characters.	speaking	author's			
			when		about a text.	background			
			reading		6. Compare	and			
			dialogue		and	culture affect			
			aloud.		contrast the	his or her			
					point of	perspective.			
					view from				
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					which different stories are narrated, including the difference between first- and third-person narrations				
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	illustrator of a story and define the role of	5. Explain major differences between books that tell stories and books that give information, drawing on a wide	story, including describing how the beginning introduces the story and the	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular	5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the	sonnet)	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes
each other and the	each in telling	reading of a range of	ending concludes	on earlier	writing or speaking	story, drama, or	theme, setting, or	contributes to its	to its meaning
whole.	the story.	text types.	the action.	sections.	about a text.	poem.	plot.	meaning.	and style
6. Assess how point of	6. With prompting	6. Identify who is telling	6. Acknowledge	6. Distinguish	6. Compare and	6. Describe how a	6. Explain how an	6. Analyze how an	6. Analyze how

view or purpose shapes the content and style of a text.	and support, name the author and illustrator of a story and define the role of each in telling the story.	the story at various points in a text.	speaking	their own point of view from that of the narrator or those of the characters.	contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	narrator's or speaker's point of view influences how events are described. a. Recognize and describe how an author's background and culture affect his or her perspective.	author develops the point of view of the narrator or speaker in a text. a. Explain how an author's geographic location or culture affects his or her perspective.	points of view of different	differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze fulllength novels, short stories, poems, and other genres by authors who represent diverse world cultures.
			INTEGRA	TION OF KN	OWLEDGE /	AND IDEAS			
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
7. Integrate and evaluate content presented in diverse media and	7. With prompting and support, describe the relationship	7. Use illustrations and details in a story to describe its	7. Use information gained from the illustrations and words	7. Explain how specific aspects of a text's illustrations contribute to	7. Make connections between the text of a story or drama	7. Analyze how visual and multimedia elements contribute to	7. Compare and contrast the experience of reading a story, drama,	7. Compare and contrast a written story, drama, or poem to its	7. Analyze the extent to which a filmed or live production of

formote	bahwasa	ah ava at a sa	in a	what is	and a silessel	the mention		audia filma - I	
formats,	between	characters,	in a	what is	and a visual	O /	or	audio, filmed,	
including	illustrations	setting, or	print or	conveyed by	or oral	tone, or	poem to	staged,	story or
visually and	and the story	events.		the words	presentation		listening to or	or multimedia	
quantitatively				in a story	of the	text (e.g.,	viewing an	version,	faithful to or
, as well as	they appear		understandin		text,	graphic	audio,	analyzing the	
in words.*	(e.g., what		g of its	mood,	identifying	novel,	video, or live		from the text
	moment in		characters,	emphasize	where each	multimedia	version of	techniques	or
	a story an		setting, or	aspects of	version	•	the text,	unique to	script,
	illustration		plot	a character	reflects		including	each	evaluating
	depicts)			or	specific	folktale,	contrasting	medium	the
				setting).	descriptions	myth, poem)	what they	(e.g.,	choices
					and		"see" and	lighting,	made by the
					directions in		"hear" when	sound, color,	director or
					the text.9.		reading the text	or camera	actors.
					Compare		to	focus and	
					and		what they	angles in a	
					contrast the		perceive when	film).9.	
					treatment		they	Compare	
					of similar			and	
					themes			contrast a	
					and topics			fictional	
					(e.g.,			portrayal of a	
					opposition of			time,	
					good and			place, or	
					evil) and			character	
					patterns of			and	
					events			a historical	
					(e.g., the			account of	
					quest) in			the same	
					stories,			period as a	
					myths, and			means of	
					traditional			understandin	
					literature			g how	
					from different			authors of	
					cultures.			fiction use	
								or alter	
								history.	

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.				NOT APPL	LICABLE TO L	ITERATURE			
	9. With			7. Explain		7. Analyze	7. Compare		7. Analyze
	prompting			•	9. Compare	how visual	and		the extent
	and			aspects of a	and	and	contrast the	9. Compare	to which a
	support,			text's	contrast the	multimedia	experience of	and	filmed or
	compare and	9. Compare		illustrations	treatment	elements	reading	contrast a	live
	contrast the	and .		contribute to	of similar	contribute to		fictional	production of
	adventures	contrast the		what is	themes	the meaning,	or	portrayal of a	•
	and	adventures			and topics	tone, or	poem to	time,	story or
9. Analyze	experiences	and	9. Compare	the words	(e.g.,	beauty of a	listening to or	place, or	drama stays
how two or	of	experiences		in a story	opposition of		viewing an	character	faithful to or
more texts	characters in	of	contrast two	(e.g., create	good and	graphic	audio,	and	departs
address	familiar	characters in	or more	mood,	evil) and	novel,	video, or live	a historical	from the text
similar	stories.	stories.	versions of	emphasize	patterns of	multimedia	version of	account of	or
themes or	a. With	a. With	the same	aspects of	events	presentation	the text,	the same	script,
topics in	prompting	prompting	story (e.g.,	a character	(e.g., the	of fiction,	including	period as a	evaluating
order to build	and	and		or	quest) in	folktale,	contrasting	means of	the
knowledge or	support,	support,	stories) by	setting).9.	stories,	myth,	what they	understandin	choices
to compare	students will	students will	different	Compare	myths, and	poem)9.	"see" and	g how	made by the
the	make cultural	make cultural	authors or	and	traditional	Compare	"hear" when	authors of	director or
approaches	connections	connections	from		literature	and	reading the text	fiction use	actors.9.
the authors	to text and	to text and	different		from different	contrast	to	or alter	Analyze how
take.	self.	sel	cultures.	settings, and	cultures.	stories in the	what they	history.	а

				plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	perceive when they listen or watch. 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		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.
		RA	NGE OF REA	DING AND L	EVEL OF TE	XT COMPLE	XITY		
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
10. Read and comprehend complex literary and informational texts independently and proficiently. Responding to Literature	10. Actively engage in group reading activities with purpose and understandin g.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	comprehend literature, including stories and poetry, in the	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text	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	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently,	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8

			with scaffolding as needed at the high	complexity band independentl y and proficiently.	complexity band proficiently, with scaffolding as needed at the high end of the range.	text complexity band independentl y and proficiently.	with scaffolding as needed at the high end of the range.	complexity band proficiently, with scaffolding as needed at the high end of the range.	text complexity band independentl y and proficiently.
			RE	SPONDING	TO LITERAT	URE			
ANCHOR K		1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
11. Respond to literature by employing knowledge of literary language, textual features, and forms to read to literary the language textual features, and forms to read to literary the language textual features and forms to read to literary the language textual features and forms to read to literary the language textual features and literary the language textual t	upport, ake connections etween self, xt, and e world ound them ext,	connections between self, text, and the world around them (text,	11. Make connections between self, text, and the world around them (text,	Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text	personal events and situations.	11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences regarding	11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, andsituations. a. Self-select text based on personal preferences. b. Use established	11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal	11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to:other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences.

						authors. b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.	classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
			REAL	DING INF	ORMATI	ONAL			
				KEY IDEAS	AND DETAILS				
ANCHOR									
STANDARD	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
1. Read									
closely to								1. Cite	
determine								several	1. Cite the
what the			1. Ask and		1. Refer to	1. Quote		pieces of	textual
text says			answer such		details and	accurately		textual	evidence
explicitly and			'	1. Ask and	examples in	from a text		evidence to	that most
to make	4 14511		who, what,	answer	a text when	when	1. Cite textual	support	strongly
logical	1. With		where,		explaining	explaining	evidence to	analysis	supports an
inferences	prompting		when,	demonstrate		what the	support	of what the	analysis of
from it; cite	and support,	4. Anlumen	why,and	understandin	•	text says	analysis of	text says	what the
specific	ask and	1. Ask and	how to	g of a text,	explicity and	explicitly and	what the text	explicitly as	text says
textual	answer	answer		referring	when	when	says explicitly	well as	explicitly as
evidence	questions	questions	understandin		drawing	drawing	as well as	inferences	well as
when writing	,	about key	g of key	the text as	inferences	inferences	inferences	drawn	inferences
or speaking	details and in		details in a		from the	from the	drawn from	from the	drawn from
to support	a text.	text.	text.	the answers.	text.	text.	the text.	text.	the text.

conclusions drawn from the text.									
							2. Determine a central idea of a text and how	2. Determine two or more	2. Determine a central idea of a text and analyze its development over the
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		2. Identify the main topic and retell key details of a text	2. Identify the main topic of a multiparagra ph text as well as the focus of specific paragraphs within the text.	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	provide a summary of	in a text and analyze their development over the course of the	supporting
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	describe the connection between two individuals, events,	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or	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).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons,

	information in a text.		procedures in a text.	procedures in a text, using language that pertains to time, sequence, and cause/effect.	and why, based on specific information in the text.	based on specific information in the text.		influence ideas or events).	analogies, or categories).
				CRAFT AND	STRUCTURE				
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or	4. With prompting and support, ask and answer questions about unknown words in a	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or	the meaning of general academic and domain specific words and phrases in a text relevant	4. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or	4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical	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	meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word

									analogies or allusions to other texts.
			5. Know and						
5. Analyze			use						
the structure			various text			5. Compare		5. Analyze	
of texts,		5. Know and	features			and	5. Analyze how	the	
including		use	(e.g.,		5. Describe	contrast the	а	structure an	
how specific		various text	captions,		the overall	overall	particular	author	5. Analyze in
sentences,		features	bold		structure	structure	sentence,	uses to	detail the
paragraphs,		(e.g.,	print,	5. Use text	(e.g.,	(e.g.,	paragraph,	organize a	structure of
and larger		headings,	subheadings,	features	chronology,	chronology,	chapter, or	text,	a specific
portions of		tables	glossaries,	and search	comparison,	comparison,	section fits into	including	paragraph in
the text (e.g.,		of contents,	indexes,	tools (e.g.,	cause/effect,	cause/effect,	the	how the	a text,
a section,		glossaries,	electronic	key words,	problem/sol	problem/sol	overall	major	including the
chapter,		electronic	menus,	sidebars,	ution) of	ution) of	structure of a	sections	role of
scene, or	C lalamatic.	menus,	icons) to	hyperlinks)	events,ideas,	events,	text and	contribute to	particular
stanza)	5. Identify the front	icons) to	locate key	to locate	concepts, or	ideas,	contributes to	the whole	sentences in
relate to	cover, back	locate	facts or	information	information	concepts, or	the	and to the	developing
each other	cover, and	key facts or	information	relevant to	in a text or	information	development	development	and
and the	title page of	information	in a text	a given topic	part of a	in two or	of the	of the	refining a
whole.	a book.	in a text.	efficiently.	efficiently.	text.	more texts.	ideas.	ideas.	key concept
	6. Name the	6. Distinguish			6. Compare	6. Analyze	6. Determine	6. Determine	6. Determine
	author	between	6. Identify		and	multiple	an	an	an
6. Assess	and	information	the main		contrast a	accounts of	author's point	author's	author's
how point of	illustrator of	provided by	purpose of a		firsthand	the same	of view	point of view	point of view
view or	a text	pictures or	text,	6. Distinguish	and	event or	or purpose in a	or purpose in	or purpose in
purpose	and define	other	including	their own	secondhand	topic, noting	text	a text	a text
shapes the	the	illustrations	what the	point of view	account of	important	and explain	and analyze	and analyze
content and	role of each	and	author	from that	the same	similarities	how it is	how the	how the
style of a	in	information	wants to	of the author	event or	and	conveyed in	author	author
text.	presenting	provided by	answer,	of a text.	topic;	differences	the text	distinguishes	acknowledge

	the ideas or information in a text.	the words in a text.	explain, or describe.		describe the differences in focus and the information provided.	in the point of view they represent.		his or her position from that of others.	s and responds to conflicting evidence or viewpoints.
ANGUAD		1.0=		RATION OF KN			c=	<u></u>	la=
ANCHOR	K	1ST	2ND		7. Interpret information presented	STH	6ТН	7ТН	8TH
	7. With				visually, orally, or quantitativel			7. Compare and contrast a	
	prompting and			illustrations (e.g.,	y (e.g., in charts,	7. Draw on information		text to an audio, video,	
	support, describe the relationship			maps, photographs) and the	graphs,	from multiple print or	7. Integrate information presented in	or multimedia version of	7. Evaluate the advantages
7. Integrate	between			words in a	lines,	digital	different	the text,	and
and evaluate	illustrations		7. Explain	text to	animations,	sources,	media or	analyzing	disadvantage
content presented in diverse	and the text in which they appear		images (e.g.,	demonstrate understandin g of the		demonstrati ng the ability to	formats (e.g., visually, quantitatively)	each medium's portrayal of	s of using different mediums
media and	(e.g., what		diagram	_	Web pages)	locate an	as well as in	the subject	(e.g., print or
formats,	person,	7. Use the	_	where,	and explain	answer to a	words	(e.g., how	digital
including	place, thing,	illustrations	a machine	when,	how the	question	to develop a	the delivery	text, video,
visually and	or idea in	and details in	· •	why, and	information	quickly or to	coherent	of a speech	multimedia)
·	the text an	a text to	contribute to	•	contributes	solve a	understanding	affects the	to present a
y, as well as in words.*	illustration depicts).	describe its key ideas.	and clarify a text.	events occur) .	to an understandin	problem efficiently.	of a topic or issue.	impact of the words).	particular topic or idea.

					g of the text in which it appears.				
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	and support, identify the reasons an author gives	8. Identify the reasons an author gives to support	8. Describe how reasons support specific points the author	and paragraphs in a text (e.g.,	8. Explain how an author uses reasons and evidence to support	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from	8. 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	8. 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
the evidence.	points in a text.	points in a text.	makes in a text.	third in a sequence).	points in a text.	which point(s).	claims that are not.	support the claims.	is introduced.
9. Analyze how two or more texts address similar themes or	9. With prompting and support, identify basic similarities in	and differences	9. Compare and contrast the most important points	9. Compare and contrast the most important points and	9. Integrate information from two texts on the same topic in order to	information from several texts on	9. Compare and contrast one author's presentation of events	9. Analyze how two or more authors writing about the	9. Analyze a case in which two or more texts provide conflicting
topics in	and		presented	key details	write or	order to	with that of	same	information

		1	l	ĺ				persuasivery.	1
								address problems creatively, and advocate persuasively.	advocate persuasively.
							and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	ns of facts. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically,	and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and
approaches	differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	the same topic (e.g., in illustrations, descriptions, or procedures).	by two texts on the same topic.	presented in two texts on the same topic.	speak about the subject knowledgeab ly.	write or speak about the subject knowledgeab ly.	another (e.g., a memoir written by and a biography on the same person). a. Use their experience and their knowledge of language	presentation s of key information by emphasizing different evidence or advancing different	on the same topic and identify where the texts disagree on matters of fact or interpretatio n. a. Use their experience

10. Read and comprehend complex literary and informationa	10. Actively	10. With prompting and support,	informationa I texts, including history/socia I studies, science, and technical texts, in the grades 2–3 text complexity band	10. By the end of the year, read and comprehend informationa I texts, including history/socia I studies,	•	10. By the end of the year, read and comprehend informationa I texts, including history/socia I studies, science, and technical texts, at the high end of the grades	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently,	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently,	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text
l texts independentl	engage in group reading	read informationa	·	2–3 text complexity	with scaffolding	4–5 text complexity	with scaffolding as	with scaffolding	complexity band
y and proficiently.	activities with purpose and	l texts appropriatel	as needed at	band independentl	as needed at the high	band independentl	needed at the high end	as needed at the high	independentl y
Responding	understandin	y complex		y and	end of the	l '	of	end of	and
to Literature	g.	for grade 1.	of the range.	proficiently.	range.	proficiently.	the range .	the range.	proficiently.
				AKING A					
				REHENSION A					
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
1. Prepare for and	1.Participate in	1.Participate in		1.Engage effectively in	1.Engage effectively in	1.Engage effectively in	1. Engage effectively in a	1.Engage effectively in	1.Engage effectively in

a range of

collaborative

discussions

a range of

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conversation

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collaborative

conversation

s with

a range of

collaborative

discussions

conversation s and collaboration s with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	texts with peers and adults in small and	(one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	(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.	(one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	(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.	(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.	(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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively , and orally. 3. Evaluate a		answer questions about key details in a text read aloud or information presented orally or through other media. 3.Ask and	describe key ideas or details from a text read aloud or information presented orally or through other media. 3.Ask and	details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.Ask and	2.Paraphras e portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively , and orally. 3.Identify the	information presented in diverse media and formats, including visually, quantitatively , and orally. 3.Summarize	topic, text, or issue under study. 3.Delineate a		2.Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively , orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3.Delineate a
speaker's point of view, reasoning,	answer questions in order to seek	answer questions about what a	answer questions	answer questions about	reasons and evidence a speaker	the points a speaker makes and	speaker's argument and specific claims,	speaker's argument and specific	speaker's argument and specific

and use of evidence and rhetoric.	help, get information, or clarify something that is not understood.	speaker says in order to gather additional information or clarify something that is not understood.	speaker says in order to clarify comprehensi on, gather additional information, or deepen understandin g of a topic or issue.	information from a speaker, offering appropriate elaboration and detail.	provides to support particular points.	explain how each claim is supported by reasons and evidence.	distinguishing claims that are supported by reasons and evidence from claims that are not.	claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
			PRESEN	TATION OF K	NOWLEDGE A	AND IDEAS			
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
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,	4.Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4.Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4.Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	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 understanda ble pace.	4.Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly	4.Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly	4.Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and	4.Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and	4.Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate

purpose, and audience.					at an understanda ble pace.	at an understanda ble pace.	clear pronunciation.	clear pronunciatio n.	volume, and clear pronunciatio n.
5. Make strategic use of digital media and visual displays of data to express information and enhance understandin g of presentation s.	5.Add drawings or other visual displays to descriptions as desired to provide additional detail.	5.Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5.Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	5.Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understanda ble pace; add visual displays when appropriate to emphasize or enhance certain facts or details	5.Add audio recordings and visual displays to presentation s when appropriate to enhance the development of main ideas or themes.	5.Include multimedia components (e.g., graphics, sound) and visual displays in presentation s when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentation s to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentation s to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and communicati ve tasks, demonstratin g command of formal English when indicated or appropriate.	audibly and express	6.Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3)	6.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3)	6.Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3)	6.Adapt speech to a variety of contexts and tasks, demonstratin g command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3)	6.Adapt speech to a variety of contexts and tasks, demonstratin g command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3)

			standards 1 and 3)	standards 1 and 3)	discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3)				
				LANG	UAGE				
			CON	VENTIONS OF	STANDARD EN	NGLISH			
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
	1.Demonstra	1.Demonstra	1.Demonstra	1.Demonstra	1.Demonstra	1.Demonstra	1.Demonstrate	1.Demonstra	1.Demonstra
	te command	te command	te command	te command	te command	te command	command of	te command	te command
	of the	of the	of the	of the	of the	of the	the	of the	of the
	conventions	conventions	conventions	conventions	conventions	conventions	conventions of	conventions	conventions
	of standard	of standard	of standard	of standard	of standard	of standard	standard	of standard	of standard
	English	English	English	English	English	English	English	English	English
	grammar	grammar	grammar	grammar	grammar	grammar	grammar and	grammar	grammar
	and usage	and usage	and usage	and usage	and usage	and usage	usage when	and usage	and usage
	when writing	when writing	when writing	when writing	when writing	when writing	writing or	when writing	when writing
1.	or speaking.	or speaking.	or speaking.	or speaking.	or speaking.	or speaking.	speaking.	or speaking.	or speaking.
Demonstrate	a.Print many	a. Print all	a.Use	a.Explain the	a.Use	a.Explain the	a.Ensure that	a.Explain the	a.Explain the
command of	upper- and	upper- and	collective	function of	relative	function of	pronouns are	function of	function of
the	lowercase	lowercase	nouns (e.g.,	nouns,	pronouns	conjunctions,	in the proper	phrases and	verbals
conventions	letters.	letters.	group).	pronouns,	(who, whose,	prepositions,	case	clauses in	(gerunds,
of standard	b.Use	b.Use	b.Form and	verbs,	whom,	and	(subjective,	general and	participles,
English	frequently	common,	use	adjectives,	which, that)	interjections	objective,	their	infinitives) in
grammar	occurring	proper, and	frequently	and adverbs	and relative	in general	possessive).	function in	general and
and usage	nouns and	possessive	occurring	in general	adverbs	and their	b.Use intensive	specific	their
when writing	verbs.	nouns.	irregular	and their	(where,	function in	pronouns (e.g.,	sentences.	function in
or speaking	c.Form	c.Use	plural nouns	functions in	when, why).	particular	myself,	b.Choose	particular

regular	singular and	(e.g., feet,	particular	b.Form and	sentences.	ourselves).	among	sentences.
plural nouns	plural nouns	children,	sentences.	use the	b.Form and	c.Recognize	simple,	b.Form and
orally by	with	teeth, mice,	b.Form and	progressive	use the	and correct	compound,	use verbs in
adding /s/ or	matching	fish).	use regular	(e.g., I was	perfect (e.g.,	inappropriate	complex, and	the active
/es/ (e.g.,	verbs in	c.Use	and irregular	walking; I am	I had walked;	shifts in	compound-c	and passive
dog, dogs;	basic	reflexive	plural nouns.	walking; I	I have	pronoun	omplex	voice.
wish,	sentences	pronouns	c.Use	will be	walked; I will	number and	sentences to	c.Form and
wishes).	(e.g., He	(e.g., myself,	abstract	walking) verb	have walked)	person.*	signal	use verbs in
d.Understan	hops; We	ourselves).	nouns (e.g.,	tenses.	verb tenses.	d.Recognize	differing	the
d and use	hop).	d.Form and	childhood).	c.Use modal	c.Use verb	and correct	relationships	indicative,
question	d.Use	use the past	d.Form and	auxiliaries	tense to	vague	among ideas.	imperative,
words	personal,	tense of	use regular	(e.g., can,	convey	pronouns (i.e.,	c.Place	interrogative
(interrogativ	possessive,	frequently	and irregular	may, must)	various	ones with	phrases and	, conditional,
es) (e.g.,	and	occurring	verbs.	to convey	times,	unclear or	clauses	and
who, what,	indefinite	irregular	e.Form and	various	sequences,	ambiguous	within a	subjunctive
where,	pronouns	verbs (e.g.,	use the	conditions.	states, and	antecedents).*	sentence,	mood.
when, why,	(e.g., I, me,	sat, hid,	simple (e.g., I	d.Order	conditions.	e.Recognize	recognizing	d.Recognize
how).	my; they,	told).	walked; I	adjectives	d.Recognize	variations from	and	and correct
e.Use the	them, their;	e.Use	walk; I will	within	and correct	standard	correcting	inappropriat
most	anyone,	adjectives	walk) verb	sentences	inappropriat	English in their	misplaced	e shifts in
frequently	everything).	and adverbs,	tenses.	according to	e shifts in	own and	and dangling	verb voice
occurring	e.Use verbs	and choose	f.Ensure	conventional	verb tense.*	others' writing	modifiers.*	and mood.*
prepositions	to convey a	between	subject-verb	patterns	e.Use	and speaking,		
(e.g., to,	sense of	them	and	(e.g., a small	correlative	and identify		
from, in, out,	past,	depending	pronoun-ant	red bag	conjunctions	and use		
on, off, for,	present, and	on what is to	ecedent	rather than a		strategies to		
of, by, with).	future (e.g.,	be modified.	agreement.*	red small		improve		
f.Produce	Yesterday I	f.Produce,	g.Form and	bag).		expression in		
and expand	walked	expand, and	use	e.Form and		conventional		
complete	home; Today	rearrange	comparative	use		language.*		
sentences in	I walk home;	complete	and	prepositional				
shared	Tomorrow I	simple and	superlative	phrases.				
language	will walk	compound	adjectives	f.Produce				
activities	home).	sentences	and adverbs,	complete				

				ı	I	
f.Us	ι ο ,	and choose	sentences,			
	quently boy watched		recognizing			
	curring the movie;	them	and			
1	jectives. The little boy		correcting			
g.U			inappropriat			
	quently movie; The	be modified.	e fragments			
осс	curring action movie		and			
con	njunctions was watched	coordinating	run-ons.*			
(e.g	g., and, by the little	and	g.Correctly			
	t, or, so, boy).	subordinatin	use			
bec	cause).	g	frequently			
h.U	Jse	conjunctions.	confused			
det	terminers	i.Produce	words (e.g.,			
I I I I I I I I I I I I I I I I I I I	g., articles,	simple,	to, too, two;			
den	monstrativ	compound,	there,			
es).).	and complex	their).*			
i.Us	se	sentences.				
fred	quently					
осс	curring					
pre	epositions					
(e.g	g., during,					
bey	yond,					
tow	ward).					
	roduce					
	d expand					
con	mplete					
sim	nple and					
con	mpound					
dec	clarative,					
inte	errogative					
, im	nperative,					
and	d					
exc	clamatory					
sen	ntences in					

1		response to							
		prompts.							
7		2.	2.Demonstra	2.Demonstra	2 Domonstra	2 Domonstra			
		Demonstrate		te	te	te			
				command of		command of		2.5	
	_	the	the 	the 	the 	the 		2.Demonstra	
					conventions	conventions			2.Demonstra
1		of	of	of	of	of			te
				standard	standard	standard		the	command of
	_	•	· ·	English	English	English			the
С	capitalization	capitalization	capitalization	capitalization	capitalization	capitalization		of	conventions
,		,	,	,	,	,			of
þ	-	•	punctuation,	punctuation,	•	punctuation,		English	standard
		and	and	and	and	and	2.Demonstrate	capitalization	English
	. •	. •	spelling	spelling	spelling	spelling	command	,	capitalization
v	when	when	when	when	when	when	of the	punctuation,	,
v	writing.	writing.	writing.	writing.	writing.	writing.	conventions of	and	punctuation,
а	a.Capitalize	a.Capitalize	a.Capitalize	a.Capitalize	a.Use correct	a.Use	standard	spelling	and
t'	the first	dates and	holidays,	appropriate	capitalization	punctuation	English	when	spelling
2. v	word in a	names of	product	words in	•	to	capitalization,	writing.	when
Demonstrate s	sentence	people.	names, and	titles.	b.Use	separate	punctuation,	a.Use a	writing.
command of a	and the	b.Use end	geographic	b.Use	commas and	items in a	and spelling	comma to	a.Use
the p	oronoun I.	punctuation	names.	commas in	quotation	series.*	when writing.	separate	punctuation
conventions b	o.Recognize	for	b.Use	addresses.	marks to	b.Use a	a.Use	coordinate	(comma,
of a	and name	sentences.	commas in	c.Use	mark direct	comma to	punctuation	adjectives	ellipsis, dash)
standard e	end	c.Use	greetings	commas and	speech	separate an	(commas,	(e.g., It was	to indicate a
English p	ounctuation.	commas in	and closings	quotation	and	introductory	parentheses,	a fascinating,	pause or
capitalization c	c.Write a	dates and to	of letters.	marks in	quotations	element	dashes) to set	enjoyable	break.
, '	etter or	separate	c.Use an	dialogue.	from a	from the rest	off	movie but	b.Use an
punctuation, le		•	apostrophe	d.Form and	text.	of the	nonrestrictive/	not He wore	ellipsis to
and n		in a	to form	use	c.Use a	sentence.	parenthetical	an old[,]	indicate an
		series.		possessives.	comma	c.Use a	elements.*		omission.
-		d.Use		e.Use	before	comma to	b.Spell	b.Spell	c.Spell
		conventional		conventional		set	correctly.	correctly.	correctly.

	II C.				. (())		
	spelling for	occurring	spelling for	coordinating	off the words		
(phonemes).	words with	•	highfrequenc	-	yes and		
•	common	d.Generalize	У	in a	no (e.g., Yes,		
simple words		learned	and other	compound	thank		
phonetically,	-		studied	sentence.	you), to set		
O	for	patterns	words and	d.Spell	off a tag		
	frequently		for	gradeapprop	question		
•	occurring	writing	adding	riate	from the rest		
	irregular	words (e.g.,	suffixes to	words	of the		
	words.	$cage \to$	base	correctly,	sentence		
relationships	•	badge; boy	words (e.g.,	consulting	(e.g.,		
	untaught	\rightarrow boil).	sitting,	references as	It's true, isn't		
	words	e.Consult	smiled, cries,	needed	it?), and		
	phonetically,	reference	happiness).		to indicate		
	drawing	materials,	f.Use spelling		direct		
	on phonemic	including	patterns		address (e.g.,		
	awareness	beginning	and		Is that		
	and	dictionaries,	generalizatio		you, Steve?).		
	spelling	as needed to	ns		d.Use		
	conventions	check	(e.g., word		underlining,		
		and correct	families,		quotation		
		spellings.	position-bas		marks, or		
			ed		italics to		
			spellings,		indicate		
			syllable		titles		
			patterns,		of works.		
			ending rules,		e.Spell		
			meaningful		gradeapprop		
			word parts)		riate		
			in writing		words		
			words.		correctly,		
			g.Consult		consulting		
			reference		references as		
			materials,		needed.		
			I		l l		

				including beginning dictionaries, as needed to check and correct spellings.					
				KNOWLEDGE	OF LANGUAG	E			
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully			when writing, speaking,	knowledge of language and its conventions when writing, speaking, reading, or listening. a.Choose words and phrases for effect.* b.Recognize and observe differences	3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Choose words and phrases to convey ideas precisely.* b.Choose punctuation for effect.* c.Differentiat	3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Expand, combine, and reduce sentences for meaning, reader/listen er interest, and style. b.Compare and contrast the varieties of English	3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Vary sentence patterns for meaning, reader/listener interest,	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
when reading or	Begins in Grade 2	Begins in Grade 2	informal uses of English.		e between contexts that call for	(e.g., dialects, registers) used in	and style.* b.Maintain consistency in style and tone.*	3.Use knowledge of language and its	achieve particular effects (e.g.,

	standard English.	formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	stories, dramas, or poems. 3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Vary sentence patterns for meaning, reader/listen er interest, and style.* 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	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).	emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
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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 mond to			
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		ideas	
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			
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		concisely	
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			
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			
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			
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			
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			
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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		redundancy.*	
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		3.Use	
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			
and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive		language	
conventions when writing, speaking, reading, or listening. a.Use verbs in the active and passive voice and in the conditional and subjunctive		and its	
when writing, speaking, reading, or listening. a.Use verbs in the active and passive voice and in the conditional and subjunctive			
writing, speaking, reading, or listening. a.Use verbs in the active and passive voice and in the conditional and subjunctive			
speaking, reading, or listening. a.Use verbs in the active and passive voice and in the conditional and subjunctive			
reading, or listening. a.Use verbs in the active and passive voice and in the conditional and subjunctive			
reading, or listening. a.Use verbs in the active and passive voice and in the conditional and subjunctive		speaking,	
listening. a.Use verbs in the active and passive voice and in the conditional and subjunctive		reading, or	
a.Use verbs in the active and passive voice and in the conditional and subjunctive		listening.	
in the active and passive voice and in the conditional and subjunctive		a Use verbs	
active and passive voice and in the conditional and subjunctive			
passive voice and in the conditional and subjunctive			
voice and in the conditional and subjunctive			
the conditional and subjunctive			
conditional and subjunctive			
and subjunctive			
subjunctive			
subjunctive mood to			
mood to		subjunctive	
		mood to	
achieve			
particular			
effects (e.g.,			
emphasizing			
the actor			
or the action;			
expressing		expressing	
uncertainty			
		or describing	

adjectives	attributes	throw, hurl)	helpful).	proverbs.	relationship	words.	better	among
by relating	(e.g., a duck	and closely	c.Distinguish	c.Demonstra	between	c. Distinguish	understand	among the
them to	is a bird	related	shades of			•	each of the	
their	that swims; a		meaning	te	-	among the	words.	connotations (associations
opposites	-	-		understandin	, ,			•
(antonyms).	tiger is a	(e.g., thin,	among	g of	synonyms,		c.Distinguish) of words
c.Identify	large cat	slender,	related	words by	antonyms,	·	among	with similar
real-life	with stripes).	skinny,	words that	relating			the	denotations
connections	c.Identify	scrawny).	describe	them	to better		connotations	(definitions)
between	real-life		states	to their	understand	denotations	(associations	(e.g.,
words and	connections		of mind or	opposites	each of the	,) of words	bullheaded,
their use	between		degrees of	(antonyms)	words.	(e.g.,	with similar	willful,
(e.g., note places at	words and		certainty	and to		stingy,	denotations	firm,
school that	their use		(e.g., knew,	words with		scrimping,	(definitions)	persistent,
are	(e.g., note		believed,	similar but		economical,	(e.g.,	resolute).
colorful).	places at		suspected,	not identical		unwasteful,	refined,	
d.Distinguish	home that		heard,	meanings		thrifty).	respectful,	
shades	are cozy).		wondered).	(synonyms).			polite,	
of meaning	d.Distinguish						diplomatic,	
among	shades						condescendi	
verbs	of meaning						ng).	
describing	among							
the same	verbs							
general	differing in							
action	manner (e.g.,							
(e.g., walk,	look,							
march,	peek, glance,							
strut, prance)	stare,							
by acting	glare, scowl)							
out the	and							
meanings.	adjectives							
	differing in							
	intensity							
	(e.g., large,							
	gigantic) by							

		defining or							
		choosing							
		them or by							
		acting out							
		the							
		meanings.							
6. Acquire					6.Acquire				
and use					and use				
accurately a					accurately	6. Acquire			
range of				6.Acquire	gradeapprop	and use			
general				and use	riate	accurately			
academic			6.Use words	accurately	general	gradeapprop		6.Acquire	6.Acquire
and		6.Use words	and	gradeapprop	academic	riate		and use	and use
domain-speci		and	phrases	riate	and	general		accurately	accurately
fic words		phrases	acquired	conversation	domainspecif	academic	6.Acquire and	gradeapprop	gradeapprop
and phrases		acquired	through	al,	ic	and	use	riate	riate
sufficient		through	conversation	general	words and	domainspecif	accurately	general	general
for reading,		conversation	s,	academic,	phrases,	ic	gradeappropri	academic	academic
writing,		s,	reading and	and	including	words and	ate	and	and
speaking,		reading and	being	domain-speci	those that	phrases,	general	domainspecif	domainspecif
and listening		being	read to, and	fic words and	signal	including	academic and	ic	ic
at the		read to, and	responding	phrases,	precise	those that	domainspecific	words and	words and
college and	6.Use words	responding	to texts,	including	actions,	signal	words and	phrases;	phrases;
career	and	to texts,	including	those	emotions, or	contrast,	phrases;	gather	gather
readiness	phrases	including	using	that signal	states of	addition, and	gather	vocabulary	vocabulary
level;	acquired	using	adjectives	spatial and	being (e.g.,	other logical	vocabulary	knowledge	knowledge
demonstrate	through	frequently	and adverbs	temporal	quizzed,	relationships	knowledge	when	when
independenc	conversation	occurring	to describe	relationships	whined,	(e.g.,	when	considering a	considering a
e in	s,	conjunctions	(e.g.,	(e.g., After	stammered)	however,	considering a	word or	word or
gathering	reading and	to signal	When other	dinner that	and that are	although,	_	phrase	phrase
vocabulary	being	simple	kids are	night we	basic to a	nevertheless,	•	-	important to
knowledge	read to, and	relationships	happy that	went looking	particular	similarly,	comprehensio	comprehensi	comprehensi
when	responding	(e.g.,	makes me	for	topic (e.g.,	moreover, in	n or	on or	on or
encountering		because).	happy).	them).	wildlife,	addition).	expression.	expression.	expression

an unknown term important to comprehensi on or					conservation , and endangered when discussing				
expression.					animal preservation).				
				WRI	TING				
				TEXT TYPES A	AND PURPOSES	S			
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
	1. Use a		1. Write	1.Write	1. Write	1.Write	1. Write	1.Write	1.Write
	combination		opinion	opinion	opinion	opinion	arguments to	arguments	arguments
	of drawing,		pieces in	pieces on	pieces on	pieces on	support claims	to support	to support
	dictating,	1.Write	which they	topics or	topics or	topics or	with clear	claims with	claims with
	and writing	opinion	introduce	texts,	texts,	texts,	reasons and	clear reasons	clear reasons
	to compose	pieces in	the topic or	supporting a	supporting a	supporting a	relevant	and relevant	and relevant
1. Write	opinion	which they	book they	•	point of view	point of view	evidence.	evidence.	evidence.
arguments	pieces in	introduce	are writing	with reasons.		with reasons	a.Introduce	a.Introduce	a.Introduce
to support	which they	the topic or	about, state	a.Introduce	and	and	claim(s) and	claim(s),	claim(s),
claims in an	tell a reader	name the	an opinion,	the topic or	information.	information.	organize the	acknowledge	acknowledge
analysis of	the topic or	book they	supply	,		a.Introduce a		alternate or	and
substantive	the name of	are writing	reasons that	writing	topic or text	topic or text	evidence	opposing	distinguish
topics or	the book	about, state	support the	about, state	clearly, state	clearly, state	clearly.	claims, and	the claim(s)
texts, using	they are	an opinion,		an opinion,	an opinion,	an opinion,	b.Support	organize the	from
valid	writing	supply a	linking words	and create	and create	and create	claim(s) with	reasons and	alternate or
reasoning	about and	reason for	(e.g.,	an	an	an	clear reasons	evidence	opposing
	state an	the opinion,	because,		organization	organization	and relevant	logically.	claims, and
and	opinion or	and provide	and, also) to	al structure	al structure	al structure	evidence, using		organize the
sufficient	preference	some sense	connect	that lists	in which	in which	credible	claim(s) with	reasons and
evidence.	about the	of closure.	opinion and	reasons.	related ideas	ideas are	sources and	logical	evidence

1			I		I			1
	pic or book	•	b.Provide	are grouped	logically	demonstrating	reasoning	logically.
	e.g., My	provide a		to support	grouped to	an		b.Support
fa	vorite book	concluding	support the	the writer's	support the	understanding	evidence,	claim(s) with
is).	statement or	opinion.	purpose.	writer's	of the topic or	using	logical
		section.	c.Use linking	b.Provide	purpose.	text.	accurate,	reasoning
			words and	reasons that	b.Provide	c.Use words,	credible	and relevant
			phrases (e.g.,	are	logically	phrases, and	sources and	evidence,
			because,	supported by	ordered	clauses to	demonstrati	using
			therefore,	facts and	reasons that	clarify the	ng an	accurate,
			since, for	details.	are	relationships	understandin	credible
			example) to	c.Link	supported by	among claim(s)	g of the topic	sources and
			connect	opinion and	facts and	and reasons.	or text.	demonstrati
			opinion and	reasons	details.	d.Establish and	c.Use words,	ng an
			reasons.	using words	c.Link	maintain a	phrases, and	understandin
			d.Provide a	and phrases	opinion and	formal style.	clauses to	g of the topic
			concluding	(e.g., for	reasons	e.Provide a	create	or text.
			statement or	instance, in	using words,	concluding	cohesion and	c.Use words,
			section.	order to, in	phrases, and	statement or	clarify the	phrases, and
				addition).	clauses (e.g.,	section that	relationships	clauses to
				d.Provide a	consequently	follows from	among	create
				concluding	, specifically).	the argument	claim(s),	cohesion and
				statement or	d.Provide a	presented.	reasons, and	clarify the
				section	concluding		evidence.	relationships
				related to	statement or		d.Establish	among
				the opinion	section		and maintain	claim(s),
				presented.	related to		a formal	counterclaim
					the opinion		•	s, reasons,
					presented.		e.Provide a	and
							0	evidence.
							statement or	d.Establish
								and maintain
							follows from	a formal
							and supports	style.
							the	e.Provide a

								argument presented.	concluding statement or section that follows from and supports the argument presented.
				2.Write	2.Write	2.Write	2.Write	2.Write	2.Write
				informative/	informative/	informative/	informative/ex	informative/	informative/
				explanatory	explanatory	explanatory	•	explanatory	explanatory
				texts to	texts to	texts to	to examine a	texts to	texts to
				examine a	examine a	examine a	topic and	examine a	examine a
				•	topic and	topic and	convey ideas,	topic and	topic and
				convey ideas	•		concepts, and	· ·	convey
				and	and	and	information	ideas,	ideas,
	2. Use a				information	information	through the	concepts,	concepts,
2. Write	combination			clearly.	clearly.	clearly.	selection,		and
informative/	of drawing,			a.Introduce a		a.Introduce a	organization,	information	information
explanatory	dictating,		2. Write	topic and	topic clearly	topic clearly,	and analysis of	through the	through the
texts to	and writing		· ·	group	and group	provide a	relevant	selection,	selection,
examine and	to compose	2. Write	explanatory	related	related	general	content.		organization,
convey	informative/	informative/	texts in		information	observation	a.Introduce a	and analysis	and analysis
complex	explanatory	explanatory	which they	together;	in	and focus,	topic; organize	of relevant	of relevant
ideas and	texts in	texts in	introduce a	include	paragraphs	and group	ideas,	content.	content.
information	which they	which they	topic, use	illustrations	and sections;	related	concepts, and	a.Introduce a	
clearly and	name what	name a	facts and	when useful	include	information	information,		topic clearly,
accurately	they are	topic, supply	definitions to	•	formatting	logically;	using	previewing	previewing
through the	writing	some facts	develop	comprehensi	(e.g.,	include	strategies such	what is to	what is to
effective	about and	about the	points, and	on.	headings),	formatting	as definition,	follow;	follow;
selection,	supply some	topic, and	·	b.Develop	illustrations,	(e.g.,	classification,	organize	organize
organization,		provide	concluding	the topic	and	headings),	comparison/co	ideas,	ideas,
and analysis	about the	some sense		with facts,	multimedia	illustrations,	ntrast, and	concepts,	concepts,
of content.	topic.	of closure.	section.	definitions,	when useful	and	cause/effect;	and	and

c.Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information d.Provide a concluding statement or section. c. C.Link ideas within and phrases (e.g., and phrases (e.g., beadings), such as include formatting (e.g., headings), such as include formatting (e.g., definitions, and concrete details, definitions, and context or section. c. C.Link ideas and phrases (e.g., definitions, and phrases (e.g., c.g., categories of information another, for example, also, because). d. Use precise language and domain-speci information and ome of the concrete information and phrases (e.g., definitions, and concepts. alanguage and domain-speci information and phrases (e.g., damin-speci information on d. Use precise and oncepts. definitions, and concepts. definitions, and categories of information and phrases (e.g., categories of informa	-	l				
words and phrases (e.g., also, also, another, and, more, but) to connect details, administratement or section. words and phrases (e.g., and more, but) to connect details, and dinformation and Provide a concluding statement or section. with acts, and, more, but) to connect details, and dinformation and derinitions, categories of information using words and phrases, and also, because). d.Use precise of the comands and and another, for example, also, because). d.Use precise of fic comands and domain-speci fic compressions and comain-speci fic compressions and comparison on. b.Develop the topic categories of categories, include formatting and ferinitions, concrete aiding (e.g., comparison/ contrast, and graphics (e.g., charts, tables), and multimedia (e.g., concrete aiding (e.g., comprehension (e.g., comprehension (e.g., comprehension (e.g., comprehension (e.g., comprehension (e.g., comparison/ contrast, and graphics (e.g., charts, tables), and multimedia (e.g., comprehension (e.g., comparison/ contrast, and graphics (e.g., charts, tables), and multimedia (e.g., comprehension (e.g., comparison/ contrast, and graphics (e.g., charts, tables), and or or other information and relevant facts, definitions, concrete with et opic categories of information using words and phrases, and also, because). d.Use precise information and contrast, and graphics (e.g., charts, tables), and formattion and erlevant facts, details, quotations, or other information and examples. C. alorify the elevant facts, definitions, concrete and graphics (e.g., charts, tables), and multimedia to the topic details, quotations, or other information and erlevant facts, definitions, concrete and multimedia to the topic details, and derinitions, comprehension (e.g., comprehension (e.g	and details.	to aiding	multimedia	include	,	information
phrases (e.g., also, also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. The topic c. L.Link ideas within categories of information using words and phrases (e.g., and phrases (e.g., another, ideas within categories of information using words and phrases (e.g., another, for example, alanguage and domain-speci fic odomain-speci fic		comprehensi		formatting	using	into broader
also, another, and, more, but) to concrete details, categories of information d.Provide a concluding statement or section. The topic with facts, and, more, but) to connect ideas within categories of information. d.Provide a concluding statement or section. The topic with facts, definitions, concrete details, and concluding statement or section. The topic categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-speci life of more to the topic with facts, definitions, contrast, and graphics comprehensi on charts, tables), and contrast, and graphics comprehensi on contrast, and graphics cause/effect; (e.g., charts, aiding comprehensi or or other topic with graphics cause/effect; (e.g., charts, aiding comprehensi or or other topic with seadings), to aiding comprehensi or definitions, and when useful to aiding comprehensi or or other details, undefinitions, or or other or section. The topic with facts, definitions, definition, classification, (e.g., charts, tables), and concrete when useful to aiding comprehensi or or other definitions, tables), and concrete when useful to aiding comprehensi or or other or othe			_		_	_
another, and, more, but) to connect ideas within categories of information on section. Develop details, quotations, categories of information and phrases (e.g., and phrases (e.g., because). definitions, and phrases (e.g., because). definitions, and phrases (also, concrete and phrases (domain-speci of fic of other sand) and and phrases (domain-speci of fic of other short or section. Develop the topic categories of information using words and phrases (d.se, g., because). d.J.c. in contrast, and definitions, and proses (e.g., charts, albles), and multimedia contrast, and definitions, and or other topic when useful to aiding comprehension (e.g., charts, tables), and multimedia contrast, and definitions, and or other topic when useful to aiding comprehension (e.g., charts, and details, and multimedia contrast, and definitions, and or other topic when useful to aiding comprehension (e.g., charts, and details, and contrast, and details, and details, and definitions, or or other information also, classes (e.g., lasses (e.g., l	[·	·	comprehensi	O ,.		
and, more, but) to connect details, quotations, concrete details, quotations, definitions, concrete details, quotations, quotations, or other information and. Provide a concluding statement or section. Description and phrases (e.g., camples and phrases (e.g., camples and phrases (e.g., cample, also, because). d. Use precise language and domain-speci details, quotations, or other using words, and phrases domain-speci details, quotations, or other lade and promation using words, and phrases (also, because). d. Use precise language and domain-speci details, quotations, or other lade to the topic. c. Use language and domain-speci domain-speci details, adefinitions, details, definitions, when useful to aiding comprehensio (a.g., charts, aiding comprehensio, n. D. Develop the information auditimedia when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to aiding comprehensio (e.g., charts, definitions, concrete when useful to a	also,	the topic	on.	graphics (e.g.,	definition,	formatting
but) to connect details, quotations, categories of information. d.Provide a concluding statement or section. Information using words and phrases (e.g., and phrases, and also, because). d.Use precise language and domain-speci life.	another,	with facts,	b.Develop	charts, tables),	classification,	(e.g.,
connect ideas within categories of information d.Provide a concluding statement or section. categories of information d.Provide a concluding statement or section. categories of information using words and phrases (e.g., because). d.Use precise fic domain-speci fic	and, more,	definitions,	the topic	and	comparison/	headings),
ideas within categories of information. d.Provide a concluding statement or section. **Total Control of the concluding statement or section.** **Total Control of the control of the control of the topic with relevant facts, definitions, concrete details, and multimedia when useful to aiding comprehension. The topic with relevant facts, definitions, concrete details, deatils, when useful to aiding comprehension. The topic with relevant facts, definitions, concrete details, deatils, when useful to aiding comprehension on. Section.** **Total Control of the control of the topic with relevant facts, definitions, concrete with the topic with relevant facts, definitions, concrete details, and phrases (e.g., because). d.Use precise domain-speci language and d.Use precise domain-speci life.** **Total Control of the details, on the details, on the details, multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, and details, and donconcepts. definitions, concrete details, and donconcepts. definitions, concrete details, and donconcepts. definitions, concrete details, and duse precise and concepts. definitions, concrete details, and duse precise and concepts. definitions, concrete details, and donconcepts. domain-speci language and information information and duse precise and concepts. definitions, concrete details, and donconcepts. domain-speci language and information and include to and multimedia when useful to aiding concepts. definitions, concr	but) to	concrete	with facts,	multimedia	contrast, and	graphics
categories of information d.Provide a concluding statement or section. CLink ideas within categories of information using words and phrases (e.g., tample, another, for example, also, because). G. Link ideas (e.g., tables), and the topic. categories of information using words and phrases (e.g., tables), and across information and phrases (e.g., tables), and the topic. categories of information using words and phrases (e.g., tables), and across information and phrases (e.g., tables), and the topic. categories of information using words and phrases (e.g., tables), and the topic. categories of example, also, because). G. Link ideas within and across information another, for example, also, because). G. Link ideas within and across information another, for example, also, because). G. Link ideas within and across information another, for example, also, because). G. Link ideas within and across information another for example, also, because). G. Link ideas within and across information and phrases (e.g., tables), and the topic with to aiding comprehensi on. G. Link ideas within and across information and phrases (e.g., tables), and betails, quotations, or on. G. Link ideas within and across information and phrases (e.g., tables), and betails, quotations, or on. G. Link ideas within and across information and phrases (e.g., tables), and the topic with the topic. G. Link ideas within and across information and phrases (e.g., tables), and the topic with to aiding comprehensi on. G. Link ideas within and across information and phrases (e.g., tables), and the topic with elevant, well-chosen facts, and examples. G. Use are lated to concrete with the topic. G. Link ideas within and across information and phrases (e.g., tables), and to aiding (e.g., charts, tables), and the topic with elevant to aiding (e.g., charts, tables), and to aiding (e.g., charts, tables),	connect	details,	definitions,	when useful to	cause/effect;	(e.g., charts,
information. d.Provide a concluding statement or section. Information d.Provide a concluding or other definitions, or other details, shall shall shall be shall	ideas within	quotations,	concrete	aiding	include	tables), and
d.Provide a concluding statement or section. d.Provide a concluding statement or section. examples related to the topic. c.Link ideas within categories of information using words and phrases (e.g., because). d.Use precise language and domain-speci fic domain-speci finformation under topic with topic with relevant topic with relevant topic with topic with relevant topic with topic with topic with relevant topic within and domain-speci finformation and phrases (e.g., categories of information using words, phrases, and clauses (e.g., in contrast, d.Use precise language and domain-speci fic with relevant topic with relevant to aiding comprehensi value (e.g., charts, definitions, concrete with topic with relevant to aiding comprehensi value (e.g., charts, definitions, concrete with topic with relevant, and etails, quotations, or or other information and details, fracts, definitions, concrete information and details, and details, and details, and details, or or other information and domain-speci language and douse information and domain-speci language and douse information and details, and details, and douse information and douse information and details, and details, and details, and douse information and douse information and douse information and details, and details, and details, and details, and douse information and douse information and douse information and douse information and details, definitions, and details, and details, and details, and details, and details, and de	categories of	or other	details,	comprehensio	formatting	multimedia
concluding statement or section. Concluding statement or section. Concept the topic. C	information.	information	quotations,	n.	(e.g.,	when useful
statement or section. In 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-speci fic In the topic. C.Link ideas within categories of information using words and phrases (also, because). d.Use precise language and domain-speci fic In the topic. C.Link ideas within categories of information using words, and phrases (e.g., because). d.Use precise language and domain-speci fic In the topic. c.Link ideas within and across (e.g., definitions, tables), and multimedia when useful to aiding relevant, well-chosen facts, definitions, on. b.Develop the topic with to aiding relevant, well-chosen facts, b.Develop definitions, to on. b.Develop on the topic with relevant transitions to clauses (e.g., b.Develop definitions, tables), and multimedia when useful to aiding relevant, well-chosen facts, categories of information using words, phrases, and clauses (e.g., b.Develop definitions, or oncrete definitions, categories of information alors are actegories of information alors and examples. c. Clarify the definitions, categories of information using words, and examples. c. Clarify the definitions, categories of information using words, and examples. c. Clarify the definitions, categories of information alors across and examples. c. Clarify the definitions, categories of information alors across acrete or information alors across and examples. c. Clarify the definitions, categories of information alors across acrete or information alors across acrete or information alors across acrete or information and examples. c. Clarify the definitions, across across across acrete or information and examples. c. Clarify the definitions, or other information alors across acrete or information across acre	d.Provide a	and	or other	b.Develop the	headings),	to aiding
section. 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-speci fic the topic. c.Link ideas within categories of information using words and phrases (e.g., another, for example, also, b.Develop the topic with to aiding comprehensi within and across information using words, and examples. c.Use the topic with to aiding relevant, well-chosen and examples. c.Use appropriate with relevant transitions to clauses (e.g., in contrast, especially). d.Use precise language and domain-speci fic definitions, clausing, when useful to aiding relevant, well-chosen and examples. concrete with relevant definitions, concrete details, quotations, or other information and details, definitions, or other information and details, definitions, or oncre	concluding	examples	information	topic with	graphics	comprehensi
c.Link ideas within categories of information using words and phrases (e.g., another, for example, because). d.Use precise language and domain-speci fic	statement or	related to	and	relevant facts,	(e.g., charts,	on.
within categories of information using words and phrases (e.g., and also, because). details, quotations, or to aiding relevant, well-chosen on. facts, and examples. categories of using words, phrases, and also, clauses (e.g., in contrast, because). d.Use precise and using words, phrases, and clauses (e.g., in contrast, domain-speci fic details, quotations, or to aiding relevant, well-chosen on. facts, and examples. c.Use with relevant definitions, transitions to clauses (e.g., in contrast, among ideas and concepts. quotations, or other information definitions, or other information definitions, or or other information details, and details, and domain-speci language and domain-speci language and domain-speci language and information appropriate	section.	the topic.	examples	definitions,	tables), and	b.Develop
categories of information using words and phrases (e.g., another, for example, because). d.Use precise language and fic categories of information using words across and examples. categories of information across and examples. c.Use information another, for especially). damain-speci language and domain-speci linguage and information across information on. b.Develop definitions, concrete with relevant transitions to clauses (e.g., because). definitions, concrete with relevant transitions to clarify the definitions, or other information among ideas and concepts. quotations, or other information appropriate		c.Link ideas	related to	concrete	multimedia	the topic
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and phrases (e.g., another, for example, because). d.Use precise domain-speci fic and phrases (e.g., because). language and d.Use precise fic and examples. b.Develop definitions, c.Use appropriate with relevant facts, quotations, or other information details, and details, and details, and details, and duse precise domain-speci fic b.Develop the topic concrete with relevant facts, quotations, or other information and examples. c.Use appropriate with relevant facts, quotations, or other information details, and details, and duse precise domain-speci language and information appropriate		information	within and	other	comprehensi	well-chosen
(e.g., another, for another, for example, also, because). d.Use precise language and domain-speci fic (e.g., information using words, phrases, and also, clauses (e.g., because). d.Use precise language and domain-speci language and domain-speci language and domain-speci language and domain-speci language and information appropriate c.Use appropriate with relevant details, quotations, or other information appropriate with relevant details, quotations, or other information double. d.Use precise language and d.Use precise language and information appropriate		using words	across	information	on.	facts,
another, for example, also, because). d.Use precise language and domain-speci fic d.Use precise for example, another, for example, also, because). also, clauses (e.g., because). d.Use precise language and domain-speci fic details, quotations, or other information details, and and concepts. d.Use precise domain-speci language and information appropriate		and phrases	categories of	and examples.	b.Develop	definitions,
example, also, clauses (e.g., because). in contrast, especially). among ideas and domain-speci fic domain-speci language and domain-speci language and domain-speci language and information appropriate		(e.g.,	information	c.Use	the topic	concrete
also, because). d.Use precise language and domain-speci fic also, because (e.g., in contrast, elationships concrete information and details, and examples.c. domain-speci language and domain-speci language and information appropriate		another, for	using words,	appropriate	with relevant	details,
because). in contrast, relationships concrete information and language and domain-speci language and domain-speci language and domain-speci language and information appropriate		example,	phrases, and	transitions to	facts,	quotations,
d.Use precise language and d.Use precise domain-speci language and domain-speci language and domain-speci language and domain-speci language and details, and examples.c. luse fic domain-speci language and information appropriate		also,	clauses (e.g.,	clarify the	definitions,	or other
language and d.Use precise and concepts. quotations, examples.c. domain-speci language and domain-speci language and information appropriate		because).	in contrast,	relationships	concrete	information
domain-speci language and d.Use precise or other language and language and information appropriate		d.Use precise	especially).	among ideas	details,	and
fic domain-speci language and information appropriate		language and	d.Use precise	and concepts.	quotations,	examples.c.
		domain-speci	language and	d.Use precise	or other	.Use
location for demand and set of the location of		fic	domain-speci	language and	information	appropriate
		vocabulary	fic	domain-specifi	and	and varied
to inform vocabulary c vocabulary to examples. transitions to		to inform	vocabulary	c vocabulary to	examples.	transitions to
about or to inform about c.Use create		about or	to inform	inform about	c.Use	create

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			explain the	about or	or explain the		cohesion and
			topic.	explain the	topic.	transitions to	
			e.Provide a	topic.		create	relationships
			concluding	e.Provide a	maintain a	cohesion and	
			statement or	concluding	formal style	clarify the	and
			section	statement or	f.Provide a	relationships	concepts.d.U
			related to	section	concluding	among ideas	se precise
			the	related to	statement or	and	language and
			information	the	section that	concepts.	domain-speci
			or	information	follows from	d.Use precise	fic
			explanation	or	the	language and	vocabulary
			presented.	explanation	information or	domain-speci	to inform
				presented	explanation	fic	about or
					presented.	vocabulary	explain the
						to inform	topic.
						about or	e.Establish
						explain the	and maintain
						topic.	a formal
						e.Establish	style.
						and maintain	f.Provide a
						a formal	concluding
						style.	statement or
						f.Provide a	section that
						concluding	follows from
						statement or	and supports
						section that	the
						follows from	information
						and supports	or
							explanation
							presented
						or	-
						explanation	
						presented.	
				<u> </u>		p	

	3. Use a combination of drawing, dictating, and writing to narrate a	3. Write narratives in which they recount two or more appropriatel	which they recount a well-elaborat ed event or short sequence of	and/or characters; organize an	3.Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a.Orient the reader by establishing a situation and introducing a narrator	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an	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;	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structure d event sequences. a.Engage and orient the reader by establishing a context and point of view and introducing a	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structur ed event sequences. a.Engage and orient the reader by establishing a context
3. Write narratives to	single event or several	y sequenced events,	events, include	event sequence	and/or characters;	event		narrator and/or	and point of view and
develop real or imagined	loosely linked	include some details	details to describe	that unfolds naturally.	organize an event	sequence that unfolds	unfolds	characters;	introducing a narrator
experiences	events, tell	regarding	actions,	b.Use	sequence	naturally. b.Use	•	organize an event	and/or
or events	about the	what	thoughts,	dialogue and	-	narrative	b.Use narrative		characters;
using	events in the	happened,	and feelings,	descriptions	naturally.	techniques,		that unfolds	organize an
effective	order in	use temporal	use temporal	of actions,	b.Use	such as		naturally and	event
technique,	which they	words to	words to	thoughts,	dialogue and	dialogue,	_	logically.	sequence
well-chosen	occurred,	signal event	signal event	and feelings	description	description, and pacing,	, o	b.Use narrative	that unfolds
details, and	and provide	order, and	order, and	to develop	to develop	to develop		techniques,	naturally and
	a reaction to	provide	provide a	experiences	experiences	experiences		such as	logically.
ed event	what	some sense	sense of	and events	and events	and events		dialogue,	b.Use
sequences.	happened.	of closure.	closure.	or show the	or show the	or show the	characters.	pacing, and	narrative

	characters to situations. c.Use temporal words and phrases to signal event order. d.Provide a sense of closure.	•		c.Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d.Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e.Provide a conclusion that follows from the narrated experiences or events.	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.	techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c.Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d.Use precise words and phrases,
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									convey experiences and events. e.Provide a conclusion that follows from and reflects on the narrated experiences or events
					ND DISTRIBUT				
ANCHOR K		1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
4. Produce clear and coherent writing in which the development , organization, and style are appropriate to task, Be	egins in 3rd	Begins in 3rd		guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	4.Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4.Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific	4.Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations	organization, and style are appropriate to task,	4.Produce clear and coherent writing in which the development , organization, and style are appropriate to task, purpose, and audience.

				expectations	fic	for writing	types are	fic	fic
				for writing	expectations	types are	defined in	expectations	expectations
				types are	for writing	defined in	standards 1–3	· -	for writing
				defined in	types are	standards	above.) a.	•	types are
				standards	defined in	1–3 above.)	Produce text	, ,	defined in
				1–3 above.)	standards	a. Produce	(print or		standards
					1–3 above.)	text (print or nonprint) that	nonprint) that		1–3 above.)
					,	explores a	explores a	· ·	a. Produce
						variety of	variety of		text (print or
						cultures and	cultures and	nonprint)	nonprint)
						perspectives.	perspectives.	that explores	
								a variety of	a variety of
								cultures and	cultures and
								perspectives.	perspectives.
				5.With	5.With	5.With	5.With some	5.With some	5.With some
				guidance and	guidance and	guidance and	guidance and	guidance and	guidance and
				support from	support from	support from	support from	support from	support from
				peers and	peers and	peers and	peers and	peers and	peers and
				adults,	adults,	adults,	adults, develop	adults,	adults,
		5. With		develop and	develop and	develop and	and strengthen	develop and	develop and
	5. With	guidance and		strengthen	strengthen	strengthen	writing as	strengthen	strengthen
	guidance	support from		writing as	writing as	writing as	needed by	writing as	writing as
	and support	adults, focus	5. With	needed by	needed by	needed by	planning,	needed by	needed by
5. Develop	from adults,	on a topic,	guidance and	planning,	planning,	planning,	revising,	planning,	planning,
and	respond to	respond to	support from		revising, and	revising,	editing,	revising,	revising,
strengthen	questions	questions	adults and	editing.	editing.	editing,	rewriting, or	editing,	editing,
writing as	and	and	peers, focus	(Editing for	(Editing for	rewriting, or	trying a new	rewriting, or	rewriting, or
needed by	suggestions	suggestions	on a topic	conventions	conventions	trying a new	approach.	, ,	trying a new
piariing,	from peers and add	from peers,	and	should	should	approach.	(Editing for	• •	approach,
revising,	details to	and add	strengthen	demonstrate		(Editing for	conventions	_	focusing on
editing,	strengthen	details to	writing as	command of		conventions	should	how well	how well
rewriting, or	writing as	strengthen	needed by	Language	Language	should	demonstrate		purpose and
trying a new	needed.	writing as	revising and	standards	standards	demonstrate	command of	audience	audience
approach.		needed.	editing.	1–3 up to	1–3 up to	command of	Language	have been	have been

				_	and including grade 4)	standards 1–3 up to and including		addressed. (Editing for conventions should	addressed. (Editing for conventions should
						grade 5)		command of	demonstrate command of
								Language	Language
								standards	standards
								1–3 up to	1–3 up to
								and including	_
								grade 7)	grade 8)
					6. With some				
					guidance and	_			
					support from				
					adults, use	adults, use			
					technology, including the	technology, including the	6 1100		
					Internet, to	Internet, to	technology,	6. Use	6. Use
					produce and	produce and	including the	technology,	technology,
				6.With	publish	publish	Internet, to		including the
				guidance and	•	writing as	produce and	Internet, to	Internet, to
	6. With			support from		well as to	publish writing	produce and	produce and
	guidance and	6. With	6. With	adults, use	interact and	interact and	as well as to	publish	publish
	J		guidance and	· ·	collaborate	collaborate	interact and	writing and	writing and
	adults,	-	support from		with others;	with others;	collaborate	link to and	present the
6. Use	explore a	adults, use a		and publish	demonstrate	demonstrate	with others;	cite sources	relationships
technology,	variety of	variety of	variety of	writing	sufficient	sufficient	demonstrate	as well as to	between
including the	digital tools	digital tools	digital tools	(using	command of	command of	sufficient	interact and	information
Internet, to	to produce	to produce	to produce	keyboarding	keyboarding	keyboarding	command of	collaborate	and ideas
produce and publish	and publish	and publish	and publish	skills) as well	skills to type	skills to type	keyboarding	with others,	efficiently as
writing and to	writing,	writing,	writing,	as to interact	a minimum	a minimum	skills to type a	including	well as to
interact and	_	including in		and	of one page	of two pages	minimum of	linking to	interact and
collaborate		collaboration		collaborate	in a single	in a single	three pages in	and citing	collaborate
with others.	with peers.	with peers.	with peer	with others.	sitting.	sitting.	a single sitting.	sources.	with others.

			RESEARCI	H TO BUILD AN	ID PRESENT KI	NOWLEDGE			
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation .	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	in shared		7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7.Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation .	7. Conduct short research projects to answer a question (including a self-generate d question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, assess the credibility	8. With guidance and support from adults, recall information from experiences or gather information from	8. With guidance and support from adults, recall information from experiences or gather information from	information	or gather information from print and digital sources; take	8. Recall relevant information from experiences or gather relevant information from print and digital	8.Recall relevant information from experiences or gather relevant information from print and digital	8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or	8. Gather relevant information from multiple print and digital sources, using search terms	8. Gather relevant information from multiple print and digital sources, using search terms

and accuracy of each source, and integrate the information while avoiding plagiarism.	provided sources to answer a question.	provided sources to answer a question.	answer a question.	_	sources; take notes and categorize information, and provide a list of sources.	sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding	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.
9. Draw evidence from literary or informationa I texts to support analysis, reflection, and research.	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	9.Draw evidence from literary or informationa I texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to	9. Draw evidence from literary or informationa I texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to	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	9.Draw evidence from literary or informationa I texts to support analysis, reflection, and research. a.Apply grade 7 Reading	9.Draw evidence from literary or

literature (e.g., (e.g., "Compare genres [e.g., "Compare and contrast character, two or more setting, or event in a story or events in a drawing on specific details in the text [e.g., a character's thoughts, how a form of text [e.g., a character's thoughts, how a form of text [e.g., a character's thoughts, how a forms or (e.g., "Compare and contrast stories and poems; a fictional modern stories and poems; a fictional modern portrayal of a time, place, fiction dra for themes and a patterns of and a patterns of and a patterns of traditional modern portrayal or character and a patterns of and a patterns of traditional modern portrayal or character and a patterns of and a patterns of traditional modern portrayal or character and a patterns of and a patterns or specific details in the text [e.g., a character's thoughts, how 6 Reading understandin stories, or or character.
"Describe in depth a and contrast character, two or more setting, or event in a story or a drawing on specific details in the character's text [e.g., a character's thoughts, how a depth a and contrast and contrast how a a fictional modern historical portrayal of work of an ovels and a time, place, fiction dra or character on themes and a patterns of their historical events, or approaches to account of character the same types from text [e.g., a character's text [e.g., b.Apply grade thoughts, how 6 Reading understandin stories, or character is tories and and contrast how a and contrast how a and contrast how a and contrast how a a fictional modern portrayal of work of novels and a time, place, fiction dra or character on themes and a patterns or account of character the same types from text [e.g., b.Apply grade means of traditional understandin stories, or or character.
depth a and contrast two or more setting, or characters, event in a story or events in a drawing on specific details in the details in the character's thoughts, how a fictional modern work of a fintasy stories and a fictional modern work of a time, place, fiction dra fintasy stories and a time, place, fiction dra finterms of and a patterns of and a patterns of their historical events, or approaches to account of character the same types from means of traditional thoughts, how 6 Reading understandin stories, or
character, two or more setting, or characters, historical portrayal of work of event in a story or events in a drawing on specific details in the text [e.g., a character's thoughts, how for events in a fictional portrayal of work of interms of a time, place, fiction drawing on themes are types from text [e.g., a thoughts, how for a fictional portrayal of work of a time, place, fiction drawing or the text [e.g., a character's two or more poems; historical portrayal of work of a time, place, fiction drawing or the text [e.g., a character] or character on themes and a patterns of the same types from text [e.g., b.Apply grade means of traditional thoughts, how for a time, place, fiction drawing or a time, place, fiction drawing or the text [e.g., b.Apply grade means of traditional stories, or traditional stories, or the settings, or a time, place, fiction drawing or a time, place, or the work of a time, place, fiction drawing or a time, place, fiction drawing or a time, place, fiction drawing or a time, place, or the work of a time, place, fiction drawing or a time, place, a time, p
setting, or event in a settings, or events in a fantasy stories] or character drawing on specific details in the text [e.g., a character's thoughts, how fared to the character's the same thoughts, how fared the settings, or character at time, place, fiction drawork of a time, place, fiction drawork of a time, place, fiction drawork of and a patterns of and a patterns of themes and their historical events, or specific drawing on approaches to account of character the same types from text [e.g., a details in the thoughts, how 6 Reading understandin stories, or the settings or character at time, place, fiction drawork of themes and a patterns of approaches to account of themes the same types from text [e.g., b.Apply grade understandin stories, or the settings or character and a time, place, fiction drawork of themes and a patterns of themes are types from text [e.g., b.Apply grade understandin stories, or the settings or character at time, place, fiction drawork of themes are types from the same types from the sam
event in a settings, or events in a story or a in terms of drawing on specific details in the text [e.g., a character's thoughts, how formula thoughts, how formula distinct a story or a settings, or events in a settings, or events in a settings, or events in a fantasy stories] or character on themes and a patterns or specific drawing on approaches to devents, or specific similar themes the same types from means of traditional stories, or specific similar themes thoughts, how formula devents and a patterns or specific similar themes the same types from means of traditional stories, or stories, or specific similar themes the same types from means of traditional stories, or specific specific similar themes the same types from means of traditional stories, or specific specific specific similar themes the same types from means of traditional stories, or specific specif
story or drama, story or a in terms of and a patterns of drawing on specific details in the text [e.g., a character's thoughts, how family and the story or a fantasy stories] or character on themes and a patterns or and a patterns or approaches to drawing on the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the same types from the story or a family and the
drama, story or a in terms of their historical events, or specific details in the text [e.g., a character's thoughts, how forms of the text [e.g., a thoughts, how forms of the text [e.g., a thoughts, how forms of the text forms
drawing on specific drawing on their approaches to details in the text [e.g., a character's thoughts, how drawing on specific drawing on text [e.g., a character's thoughts, how drawing on specific drawing on approaches to account of character types from text [e.g., b.Apply grade means of traditional thoughts, how 6 Reading understandin stories, or
specific drawing on approaches to details in the text [e.g., a character's thoughts, how details in the same types from text [e.g., b.Apply grade thoughts, how details in the details in the same types from text [e.g., b.Apply grade thoughts, how details in the details in the same types from text [e.g., b.Apply grade thoughts, how details in the same types from the
details in the text [e.g., a character's thoughts, how similar themes and topics"). b.Apply grade means of traditional thoughts, how the same types from the same type
text [e.g., a details in the and topics"). period as a myths, character's text [e.g., b.Apply grade means of traditional thoughts, how 6 Reading understandin stories, or
character's text [e.g., b.Apply grade means of traditional thoughts, how 6 Reading understandin stories, or
thoughts, how 6 Reading understandin stories, or
words, or characters standards to g how religious
actions]."). interact]"). literary authors of works such
b. Apply b. Apply nonfiction fiction use or as the Bibl
grade 4 grade 5 (e.g., "Trace alter including
Reading Reading and evaluate history"). describing
standards to standards to the argument b.Apply how the
informationa informationa and specific grade 7 material is
I texts (e.g., I texts (e.g., claims in a Reading rendered
"Explain how Explain how text, standards to new").
an author an author distinguishing literary b.Apply
uses reasons uses reasons claims that are nonfiction grade 8
and evidence and evidence supported by (e.g. "Trace Reading
to support to support reasons and and evaluate standards
particular particular evidence from the literary
points in a points in a claims that are argument nonfiction
text"). text, not"). and specific (e.g.,
identifying claims in a "Delineate"
which text, and evaluation and evaluation which text,
reasons and assessing the

						evidence support which point[s]").		whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	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").
				ı	F WRITING				
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
10. Write				10. Write	10. Write	10. Write	10 Write	10. Write	10.Write
routinely				routinely	routinely	routinely	routinely over	routinely	routinely
over				over	over	over	extended time	over	over
extended				extended	extended	extended	frames (time	extended	extended
time frames (time for				time frames (time for	time frames (time for	time frames (time for	for research, reflection, and	time frames (time for	time frames (time for
research,				research,	research,	research,	revision) and	research,	research,
reflection,				reflection,	reflection,	reflection,	shorter time	reflection,	reflection,
and revision)				· ·	and revision)	and revision)	frames (a	and revision)	and revision)
and shorter				and shorter	and shorter	and shorter	•	and shorter	and shorter
time frames					time frames	time frames	a day or two)	time frames	time frames
(a single				(a single	(a single	(a single	for a range of	(a single	(a single
sitting or a	Begins in	Beings in	Begins in	sitting or a	sitting or a	sitting or a	discipline-speci	sitting or a	sitting or a
day or two)	Grade 3	Grade 3	Grade 3	day or two)	day or two)	day or two)	fic tasks,	day or two)	day or two)

for a range of tasks, purposes, and audiences				for a range of discipline-specific tasks, purposes, and audiences.	for a range of discipline-sp ecific tasks, purposes, and audiences.	for a range of discipline-sp ecific tasks, purposes, and audiences.	purposes, and audiences.	for a range of discipline-sp ecific tasks, purposes, and audiences.	for a range of discipline-sp ecific tasks, purposes, and audiences
				RESPONDING	TO LITERATUI	RE			
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6ТН	7TH	8TH
11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentation s, employing a variety of media and genres.	11. Create and/or present a poem, dramatizatio n, art work, or personal response to a particular author or theme studied in class, with support as needed.	11. Create and present a poem, dramatizatio n, art work, or personal response to a particular author or theme studied in class, with support as needed.	11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.	11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.	11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.	11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class. a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.	11. Create and present a text or art work in response to a literary work. a. Develop a perspective or theme supported by relevant details. b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	connections. a. Make deliberate, personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms	11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. a. Make well-supporte d personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and

					other literary forms (e.g.
					videos, art
					work).