



Standards for English Language Arts

Grades K-8

2015



This document includes all of the Common Core State Standards in English Language Arts plus the Archdiocesan recommended additions. All of the Archdiocesan review committee's recommended additions are included within this document are highlighted under the related domain.

ARCHDIOCESE OF PORTLAND IN OREGON

Standards for English Language Arts

Kindergarten through Grade 8

The Department of Catholic Schools extends sincere appreciation to the members of the Archdiocesan English Language Arts Curriculum Review Committee who contributed their professional expertise and invested many hours of valuable time bringing these student outcomes into reality. We also express deep gratitude to our principals for the sacrifices made in order to release teachers to do this very important work. We pray that our gratitude to all involved may be realized by the implementation of the new Standards for English Language Arts.

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ENGLISH LANGUAGE ARTS PHILOSOPHY FOR THE ARCHDIOCESE OF PORTLAND

Curriculum Philosophy

Curricula in Catholic schools in the Archdiocese of Portland are rooted in the mission of the Church and are infused with Catholic faith and traditions.

It integrates religious, spiritual, moral, and ethical dimensions of learning and is used as a means to deepen, understand, and communicate Catholic values and responsibilities. Catholic education curriculum standards are rigorous, relevant, and research-based with a goal of awakening an ongoing desire to learn.

Employing a collaborative, cross-curricular approach to learning, Catholic education provides students with knowledge, understanding, and skills to become reflective, creative, and critical thinkers. Students are led to become moral evaluators, problem solvers, decision makers, and socially responsible, faith-filled global citizens.



English Language Arts Rationale

Through the study of English Language Arts, our students develop the intellectual, social, moral, and spiritual qualities necessary to serve their school, parish, and civic communities, to think critically, to be productive, to grow spiritually and to make moral decisions. Language facilitates learning, since knowledge is conveyed through listening, speaking, reading, and writing.

The ultimate goal of the English Language Arts curriculum is literacy that leads to understanding for all learners. Literacy facilitates the building, exploring, and the sharing of ideas, information, and understandings. It encompasses the skills and strategies used to understand and interpret oral language, written language, and media.

The ideas, experiences, and cultural perspectives revealed through the study of English Language Arts provide a lens into our past, a view to our future, and a way to build connections. English Language Arts enrich and extend our experiences beyond the limits of time and place and provides us a wider perspective of our communities and world.

STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

K-5

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Responding to Literature

11. (NY Standard) Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

READING STANDARDS FOR LITERATURE K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|--|
| Key Ideas and Details | | |
| 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. Including predicting and justifying predictions. | 1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. |
| 2. With prompting and support, retell familiar stories, including key details. | 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| 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. a. (PDX Standard) Using character trait language, describe characters in stories with evidence to support your opinion |
| Craft and Structure | | |
| 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 | 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| 5. Recognize common types of texts (e.g., storybooks, poems). | 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story | 6. Identify who is telling the story at various points in a text. | 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| Integration of Knowledge and Ideas | | |
| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 7. Use illustrations and details in a story to describe its characters, setting, or events. | 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

| <i>Kindergartners:</i> | <i>Grade 1 students:</i> | <i>Grade 2 students:</i> |
|---|--|--|
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. a. (NY Standard) With prompting and support, students will make cultural connections to text and self. | 9. Compare and contrast the adventures and experiences of characters in stories. a. (NY Standard) With prompting and support, students will make cultural connections to text and self. | 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |

Range of Reading and Level of Text Complexity

| | | |
|---|--|---|
| 10. Actively engage in group reading activities with purpose and understanding. | 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|--|---|

Responding to Literature

| | | |
|---|---|---|
| 11. (NY Standards) With prompting and support, make connections between self, text, and the world around them (text, media, and social interaction). | 11. (NY Standards) Make connections between self, text, and the world around them (text, media, and social interaction). | 11. (NY Standards) Make connections between self, text, and the world around them (text, media, and social interaction). |
| 12. (PDX Standard) Use grade appropriate reading strategies to ensure high level comprehension and interaction with a text when reading. (Example: Summarize, compare/contrast, questioning, predicting, fact VS. opinion, sequencing, connecting, plot and story structure). | 12. (PDX Standard) Use grade appropriate reading strategies to ensure high level comprehension and interaction with a text when reading. (Example: Summarize, compare/contrast, questioning, predicting, fact VS. opinion, sequencing, connecting, plot and story structure). | 12. (PDX Standard) Use grade appropriate reading strategies to ensure high level comprehension and interaction with a text when reading. (Example: Summarize, compare/contrast, questioning, predicting, fact VS. opinion, sequencing, connecting, plot and story structure). |

READING STANDARDS FOR LITERATURE K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| Grade 3 students: | | Grade 4 students: | | Grade 5 students: | |
|-----------------------|--|-------------------|--|-------------------|--|
| Key Ideas and Details | | | | | |
| 1. | Ask and answer questions to demonstrate understanding 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. |
| 2. | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 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 respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text |
| 3. | Describe 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). |
| Craft and Structure | | | | | |
| 4. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. | 4. | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | 4. | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 5. | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections | 5. | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | 5. | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 6. | Distinguish their own point of view from that of the narrator or those of the characters. | 6. | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | 6. | Describe how a narrator’s or speaker’s point of view influences how events are described. a. |
| | | | | | a. (NY Standard) Recognize and describe how an author’s background and culture affect his or her perspective. |

| <i>Grade 3 students:</i> | <i>Grade 4 students:</i> | <i>Grade 5 students:</i> |
|---|---|---|
| <i>Integration of Knowledge and Ideas</i> | | |
| 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures | 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. |
| <i>Responding to Literature</i> | | |
| 11. (NY Standards) Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences. | 11. (NY Standards) Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations. a. Self-select text based upon personal preferences. | 11. (NY Standards) 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 favorite authors. b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces. |
| 12. (PDX Standard) Use grade appropriate reading strategies to ensure high level comprehension and interaction with a text when reading. (Example: Summarize, compare/contrast, questioning, predicting, fact VS. opinion, sequencing, connecting, plot and story structure). | 12. (PDX Standard) Use grade appropriate reading strategies to ensure high level comprehension and interaction with a text when reading. (Example: Summarize, compare/contrast, questioning, predicting, fact VS. opinion, sequencing, connecting, plot and story structure). | 12. (PDX Standard) Use grade appropriate reading strategies to ensure high level comprehension and interaction with a text when reading. (Example: Summarize, compare/contrast, questioning, predicting, fact VS. opinion, sequencing, connecting, plot and story structure). |

READING STANDARDS FOR INFORMATIONAL TEXT K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Kindergartners: | | Grade 1 students: | | Grade 2 students: | |
|------------------------------------|---|-------------------|--|-------------------|--|
| Key Ideas and Details | | | | | |
| 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. | 1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text |
| 2. | With prompting and support, identify the main topic and retell key details of a text. | 2. | Identify the main topic and retell key details of a text. | 2. | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| 3. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 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 procedures in a text. |
| Craft and Structure | | | | | |
| 4. | With prompting and support, ask and answer questions about unknown words in a text. | 4. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | 4. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| 5. | Identify the front cover, back cover, and title page of a book. | 5. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 5. | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| 6. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 6. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 6. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| Integration of Knowledge and Ideas | | | | | |
| 7. | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 7. | Use the illustrations and details in a text to describe its key ideas. | 7. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 8. | With prompting and support, identify the reasons an author gives to support points in a text. | 8. | Identify the reasons an author gives to support points in a text. | 8. | Describe how reasons support specific points the author makes in a text |

| <i>Kindergartners:</i> | | <i>Grade 1 students:</i> | | <i>Grade 2 students:</i> | |
|--|---|--------------------------|---|--------------------------|--|
| 9. | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 9. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 9. | Compare and contrast the most important points presented by two texts on the same topic. |
| <i>Range of Reading and Level of Text Complexity</i> | | | | | |
| 10. | Actively engage in group reading activities with purpose and understanding. | 10. | With prompting and support, read informational texts appropriately complex for grade 1. | 10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

READING STANDARDS FOR INFORMATIONAL TEXT K–5

| Grade 3 students: | | Grade 4 students: | | Grade 5 students: | |
|------------------------------------|--|-------------------|--|-------------------|---|
| Key Ideas and Details | | | | | |
| 1. | Ask and answer questions to demonstrate understanding 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. |
| 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. |
| 3. | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | 3. | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | 3. | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| Craft and Structure | | | | | |
| 4. | Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area. | 4. | Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area. | 4. | Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| 5. | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | 5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | 5. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| 6. | Distinguish their own point of view from that of the author of a text. | 6. | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| Integration of Knowledge and Ideas | | | | | |
| 7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | 7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | 7. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 8. | Describe how the author uses logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | 8. | Explain how an author uses reasons and evidence to support particular points in a text. | 8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

| <i>Grade 3 students:</i> | | <i>Grade 4 students:</i> | | <i>Grade 5 students:</i> | |
|--------------------------|---|--------------------------|--|--------------------------|--|
| 9. | Compare and contrast the most important points and key details presented in two texts on the same topic. | 9. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | 9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| 10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | 10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently |

READING STANDARDS: FOUNDATION SKILLS (K–5)

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

| Kindergartners: | Grade 1 students: |
|--|--|
| Print Concepts | |
| 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Understand that words are separated by spaces in print.d. Recognize and name all upper- and lowercase letters of the alphabet. | 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |

| | |
|--|--|
| Phonological Awareness | |
| 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">a. Recognize and produce rhyming words.b. Count, pronounce, blend, and segment syllables in spoken words.c. Blend and segment onsets and rimes of single-syllable spoken words.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">a. Distinguish long from short vowel sounds in spoken single-syllable words.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |

**Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word*

READING STANDARDS: FOUNDATIONAL SKILLS (K–5)

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

| Kindergartners: | | Grade 1 students: | | Grade 2 students: | |
|------------------------------|---|-------------------|---|-------------------|--|
| Phonics and Word Recognition | | | | | |
| 3. | Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | 3. | Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. | 3. | Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. |
| Fluency | | | | | |
| 4. | Read emergent-reader texts with purpose and understanding. | 4. | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 4. | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

READING STANDARDS: FOUNDATIONAL SKILLS (K–5)

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|--|--|--|
| <i>Phonics and Word Recognition</i> | | |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| <i>Fluency</i> | | |
| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Responding to Literature

11. (NY Standard) Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

WRITING STANDARDS K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| <i>Kindergartners:</i> | <i>Grade 1 students:</i> | <i>Grade 2 students:</i> |
|---|--|--|
| <i>Text Types and Purposes</i> | | |
| 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). | 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure | 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic | 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure |
| <i>Production and Distribution of Writing</i> | | |
| 4. (Begins in grade 3) | 4. (PDX Standard) Produce clear and coherent writing in which the development and organization are appropriate to task and purpose. | 4. (PDX Standard) With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task and purpose. |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | 6. With guidance and support from adults, use a variety of tools (including digital) to produce and publish writing, including in collaboration with peers. | 6. (PDX Standard) With guidance and support from adults, use a variety of tools, including digital tools, to produce and publish writing, including in collaboration with peers. |

| <i>Kindergartners:</i> | <i>Grade 1 students:</i> | <i>Grade 2 students:</i> |
|---|---|---|
| <i>Research to Build and Present Knowledge</i> | | |
| 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 8. Recall information from experiences or gather information from provided sources to answer a question. |
| 9. (Begins in grade 4) | 9. (Begins in grade 4) | 9. (Begins in grade 4) |
| <i>Range of Writing</i> | | |
| 10. (Begins in grade 3) | 10. (Begins in grade 3) | 10. (Begins in grade 3) |
| <i>Responding to Literature</i> | | |
| | 11. (NY Standards) Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. | 11. (NY Standards) 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. |

WRITING STANDARDS (K–5)

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|--|--|---|
| Text Types and Purposes | | |
| <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure | <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic e. Provide a concluding statement or section related to the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. |

| <i>Grade 3 students:</i> | <i>Grade 4 students:</i> | <i>Grade 5 students:</i> |
|---|---|---|
| 3. | 3. Provide a conclusion that follows from the narrated experiences or events | 3. Provide a conclusion that follows from the narrated experiences or events. |
| 3.2 (PDX Standard) Write in a variety of authentic and engaging modes. (e.g., letters, poems and journals). | 3.2 (PDX Standard) Write in a variety of authentic and engaging modes. (e.g., letters, poems and journals). | 3.2 (PDX Standard) Write in a variety of authentic and engaging modes. (e.g., letters, poems and journals). |

Production and Distribution of Writing

| | | |
|---|---|--|
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. (NY Standard)Produce text (print or nonprint) that explores a variety of cultures and perspectives. |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 38.) | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 38.) | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 38.) |
| 6. With guidance and support from adults produce and publish writing (using keyboarding skills and handwriting) as well as to interact and collaborate with others. | 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. | 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
| 6.2 (PDX Standard) Use cursive words to express ideas and read a text. | 6.2 (PDX Standard) Read and write texts in cursive. 6.3 (PDX Standard) Utilize cursive, manuscript writing, and typing when publishing. | |

Research to Build and Present Knowledge

| | | |
|--|--|---|
| 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. |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

| <i>Grade 3 students:</i> | <i>Grade 4 students:</i> | <i>Grade 5 students:</i> |
|--------------------------|--|--|
| 9. (Begins in grade 4) | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |

Range of Writing

| | | |
|--|--|--|
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. |
|--|--|--|

Responding to Literature

| | | |
|--|--|---|
| 11. (NY Standard) Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class. | 11. (NY Standard) Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. | 11. (NY Standard) Create and present an original poem, letter, narrative, play, art work, or literary critique in response to a particular author or theme studied in class. <ul style="list-style-type: none"> a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. |
|--|--|---|

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SPEAKING AND LISTENING STANDARDS K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Kindergarteners | Grade 1 students: | Grade 2 students: |
|---|---|---|
| Comprehension and Collaboration | | |
| <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. c. (NY Standard) Seek to understand and communicate with individuals from different cultural backgrounds. d. (PDX Standard) Follow multi-step directions. | <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. (NY Standard) Seek to understand and communicate with individuals from different cultural backgrounds. | <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. (NY Standard) Seek to understand and communicate with individuals from different cultural backgrounds. |
| <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> | <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> |
| <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> |
| Presentation of Knowledge and Ideas | | |
| <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> | <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> | <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> |
| <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> | <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> | <p>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.</p> |

| <i>Kindergarteners</i> | | <i>Grade 1 students:</i> | <i>Grade 2 students:</i> |
|------------------------|--|--|--|
| 6. | Speak audibly and express thoughts, feelings, and ideas clearly. | 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.) | 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.) 7. (PDX Standard) Follow multi-step oral directions. |

SPEAKING AND LISTENING STANDARDS K–5

| Grade 3 students | Grade 4 students | Grade 5 students |
|--|--|---|
| Comprehension and Collaboration | | |
| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in with care, speaking one at a time about the topics and respectful ways, listening to others texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others d. Explain their own ideas and understanding in light of the discussion. e. (NY Standard) Seek to understand and communicate with individuals from different cultural backgrounds. | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. e. (NY Standard) Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. e. (NY Standard) Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. f. (NY Standard) Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. |
| <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> |
| <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> | <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> |
| Presentation of Knowledge and Ideas | | |
| <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> | <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> | <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |
| <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> | <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> | <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> |

| <i>Grade 3 students</i> | | <i>Grade 4 students</i> | <i>Grade 5 students</i> |
|-------------------------|--|--|---|
| 6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.) | 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 38 for specific expectations.) | 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 on page 38 for specific expectations.) |

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

LANGUAGE STANDARDS K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication

| <i>Kindergartners:</i> | <i>Grade 1 students:</i> | <i>Grade 2 students:</i> |
|--|---|---|
| <i>Conventions of Standard English</i> | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> a. Print upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters legibly using appropriate spacing for letters, words and sentences. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound statement, question, command, declarative, interrogative, imperative, and exclamation sentences in response to prompts. | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). g. (PDX Standard) Print all upper and lowercase letters legibly using appropriate spacing for letters, words, and sentences. |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Begin to use correct pencil grip. b. Write his/her first and last name c. Print left to right across the page. d. Separate words with spaces. e. Capitalize the first word in a sentence and the pronoun I. f. Recognize and name end punctuation. g. Write a letter or letters for most consonant and short-vowel sounds (phonemes). h. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions | <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, as needed to check and correct spellings. f. (PDX Standard) Spell untaught words drawing on phonemic awareness and spelling conventions. g. (PDX Standard) Use conventional spelling for frequently occurring irregular words. |

| <i>Kindergartners:</i> | <i>Grade 1 students:</i> | <i>Grade 2 students:</i> |
|--|--|---|
| Knowledge of Language | | |
| 3. (Begins in grade 2) | 3. (Begins in grade 2) | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English |
| Vocabulary Acquisition and Use | | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. e. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | 5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
| 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|--|---|---|
| Conventions of Standard English | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor). <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|--|---|---|
| Knowledge of Language | | |
| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English. | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| Vocabulary Acquisition and Use | | |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). d. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (moved from 4th) | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (moved from 5th) | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. |

Grade 3 students:

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Grade 4 students:

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade 5 students:

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard | G | | | | | |
|--|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. | | | | | | |
| L.3.3a. Choose words and phrases for effect. | | | | | | |
| L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | | | | |
| L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>). | | | | | | |
| L.4.3a. Choose words and phrases to convey ideas precisely.* | | | | | | |
| L.4.3b. Choose punctuation for effect. | | | | | | |
| L.5.1d. Recognize and correct inappropriate shifts in verb tense. | | | | | | |
| L.5.2a. Use punctuation to separate items in a series. † | | | | | | |
| L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | |
| L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | |
| L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | | | |
| L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | | | |
| L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ‡ | | | | | | |
| L.6.3b. Maintain consistency in style and tone. | | | | | | |
| L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | |
| L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | |
| L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | |
| L.9–10.1a. Use parallel structure. | | | | | | |

* Subsumed by L.7.3a

† Subsumed by L.9–10.1a

‡ Subsumed by L.11–12.3a

Standards for English Language Arts

GRADES 6-8

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Responding to Literature

11. . (NY Standards) Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures

**Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

READING STANDARDS FOR LITERATURE 6-8

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|--|--|---|
| Key Ideas and Details | | |
| 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. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| 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 Structure | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text. a. <i>(NY Standards) Explain how an author's geographic location or culture affects his or her perspective.</i> | 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. <i>(NY Standards) Analyze stories, drama, or poems by authors who represent diverse world cultures.</i> | 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. <i>(NY Standards) Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.</i> |

| <i>Grade 6 students:</i> | <i>Grade 7 students:</i> | <i>Grade 8 students:</i> |
|--|--|---|
| <i>Integration of Knowledge and Ideas</i> | | |
| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 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. | 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. |
| <i>Responding to Literature</i> | | |
| 11. <i>(NY Standard)</i> 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 preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. | 11. <i>(NY Standard)</i> 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 preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. | 11. <i>(NY Standards)</i> 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. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces |

READING STANDARDS FOR INFORMATIONAL TEXT 6-8

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| <i>Grade 6 students:</i> | <i>Grade 7 students:</i> | <i>Grade 8 students:</i> |
|--|--|--|
| Key Ideas and Details | | |
| 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. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 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 influence ideas or events). | 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| Craft and Structure | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|--|---|---|
| <i>Integration of Knowledge and Ideas</i> | | |
| <p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>a. (NY Standard) Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p> | <p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>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 support the claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>a. (NY Standards) Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p> | <p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>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 is introduced.</p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>a. (NY Standards) Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p> |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> |

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of talks, purposes, and audiences.

Responding to Literature

11. (NY Standard) Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

WRITING STANDARDS 6-8

The following standards for grades 6–8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|--|--|--|
| Test Types and Purposes | | |
| <p>1. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. <p>2. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. | <p>1. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>2. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | <p>1. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>2. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |

| Grade 6 students: | | | Grade 7 students: | | | Grade 8 students: | | |
|-------------------|----|---|-------------------|----|--|-------------------|----|--|
| 2. | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | 2. | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | 2. | d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | e. | Establish and maintain a formal style. | | e. | Establish and maintain a formal style. | | e. | Establish and maintain a formal style. |
| | f. | Provide a concluding statement or section that follows from the information or explanation presented. | | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. | | f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

Test Types and Purposes

| | | | | | | | | |
|----|---|---|----|---|---|----|---|---|
| 3. | Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | 3. | Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | 3. | Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | |
| | a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | | a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | | a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| | c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | | c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | | c. | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |
| | d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | | d. | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | | d. | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | e. | Provide a conclusion that follows from the narrated experiences or events. | | e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. | | e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |

Production and Distribution of Writing

| | | | | | | | | |
|----|--|--|----|--|--|----|--|--|
| 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | |
| | a. | (NY Standard) Produce text (print or nonprint) that explores a variety of cultures and perspectives. | | a. | (NY Standard) Produce text (print or nonprint) that explores a variety of cultures and perspectives. | | a. | (NY Standard) Produce text (print or nonprint) that explores a variety of cultures and perspectives. |

| <i>Grade 6 students:</i> | <i>Grade 7 students:</i> | <i>Grade 8 students:</i> |
|---|--|---|
| <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 66.)</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills .</p> | <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 66.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> | <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning revising, editing, rewriting, or trying a new approach,, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 66.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>6.2 (PDX Standard) Business Writing: Write documents related to school and career developments (including high school applications and scholarships).</p> |

Research to Build and Present Knowledge

| | | |
|---|---|--|
| <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> | <p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> | <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> |
|---|---|--|

| <i>Grade 6 students:</i> | <i>Grade 7 students:</i> | <i>Grade 8 students:</i> |
|---|--|---|
| <i>Range of Writing</i> | | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. |
| <i>Responding to Literature</i> | | |
| 11. (NY Standard) Create and present a text or art work in response to literary work. <ul style="list-style-type: none"> 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). | 11. (NY Standard) Create a presentation, art work, or text in response to literary work with a commentary that identifies connections. <ul style="list-style-type: none"> a. Make deliberate, personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). | 11. (NY Standard) 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. <ul style="list-style-type: none"> a. Make well-supported personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). 11.2 (PDX Standard) Explores a variety of cultures and perspectives. |

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

READING STANDARDS FOR INFORMATIONAL TEXT 6-8

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|--|---|--|
| Comprehension and Collaboration | | |
| <p>1. (NY Standard) Engage effectively in a range of <u>collaborative discussions</u>(one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by <u>referring to evidence on the topic, text, or issue</u> to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for <u>collegial discussions</u>, set specific goals and deadlines, and define <u>individual roles</u> as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>e. (NY Standard) Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>a. (NY Standard) Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <p>1. (NY Standard)Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>e. (NY Standard) Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>a. (NY Standard) Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> | <p>1. (NY Standard) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>e. (NY Standard) Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds</p> <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>a. (NY Standard) Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> |

| <i>Grade 6 students:</i> | <i>Grade 7 students:</i> | <i>Grade 8 students:</i> |
|--|--|---|
| <i>Presentation of Knowledge and Ideas</i> | | |
| <p>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 clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p> <p>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 on page 66 for specific expectations.)</p> | <p>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 clear pronunciation.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 66 for specific expectations.)</p> | <p>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 volume, and clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 66 for specific expectations.)</p> |

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|--|--|
| Conventions of Standard English | | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly. | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). b. Spell correctly. | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. English grammar and usage when writing or speaking. b. Explain the function of “verbals” (gerunds, participles, infinitives) in general and their function in particular sentences. c. Form and use verbs in the active and passive voice. d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. e. Recognize and correct inappropriate shifts in verb voice and mood.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. |
| Knowledge of Language | | |
| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.* | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <p>3.2 (PDX Standard) Recognize and use parallelism.</p> <ul style="list-style-type: none"> b. Express ideas of equal importance using construction. c. Use different kinds of parallelism such as coordinating, comparative, correlative. |

| <i>Grade 6 students:</i> | <i>Grade 7 students:</i> | <i>Grade 8 students:</i> |
|--|---|---|
| Vocabulary Acquisition | | |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty). <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard | G | | | | | |
|--|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. | | | | | | |
| L.3.3a. Choose words and phrases for effect. | | | | | | |
| L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | | | | |
| L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>). | | | | | | |
| L.4.3a. Choose words and phrases to convey ideas precisely.* | | | | | | |
| L.4.3b. Choose punctuation for effect. | | | | | | |
| L.5.1d. Recognize and correct inappropriate shifts in verb tense. | | | | | | |
| L.5.2a. Use punctuation to separate items in a series. [†] | | | | | | |
| L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | |
| L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | |
| L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | | | |
| L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | | | |
| L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. [‡] | | | | | | |
| L.6.3b. Maintain consistency in style and tone. | | | | | | |
| L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | |
| L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | |
| L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | |
| L.9–10.1a. Use parallel structure. | | | | | | |

* Subsumed by L.7.3a

[†] Subsumed by L.9–10.1a

[‡] Subsumed by L.11–12.3a



MEASURING TEXT COMPLEXITY: THREE FACTORS

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–8

Students in grades 6–8 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature | | | Informational Text |
|---|--|---|--|
| Stories | Drama | Poetry | Literary Nonfiction |
| Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels | Includes one-act and multi-act plays, both in written form and on film | Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics | Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience |

Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literacy in History/Social Studies 6-8

Grades 6–8 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–8

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

4. *Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.*
5. *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.*
6. *Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.*

Integration of Knowledge and Ideas

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The grades 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types*

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–8

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
3. **Note:** *Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.