

Common Core Standards

Vertical Alignment of Reading and Writing Standards

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Reading Standards K-12

College and Career Readiness Anchor Standards for Reading K-12

The 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.

Standard	Strand: 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
	Strand: 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
	Strand: 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
	Strand: Range of Reading and Level of Text Complexity
10	Read and comprehend complex literary and informational texts independently and proficiently

Reading Standards for Literature K-12

Reading Standards for Literature K-5

Grade	Strand: Key Ideas and Details		
	Standard 1	Standard 2	Standard 3
K	With prompting and support, ask and answer questions about key details in a text	With prompting and support, retell familiar stories, including key details	With prompting and support, identify characters, settings, and major events in a story
1	Ask and answer questions about key details in a text	Retell stories, including key details, and demonstrate understanding of their central message or lesson	Describe characters, settings, and major events in a story, using key details
2	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	Describe how characters in a story respond to major events and challenges
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	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	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Determine a theme of a story, drama, or poem from details in the text; summarize the text	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)
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	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	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)

Reading Standards for Literature 6-12

Grade	Strand: Key Ideas and Details		
	Standard 1	Standard 2	Standard 3
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	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	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
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	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	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	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	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
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)

Reading Standards for Literature K-5

Grade	Strand: Craft and Structure		
	Standard 4	Standard 5	Standard 6
K	Ask and answer questions about unknown words in a text	Recognize common types of texts (e.g., storybooks, poems)	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types	Identify who is telling the story at various points in a text
2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language	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	Distinguish their own point of view from that of the narrator or those of the characters
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)	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	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	Describe how a narrator's or speaker's point of view influences how events are described

Reading Standards for Literature 6-12

Grade	Strand: Craft and Structure		
	Standard 4	Standard 5	Standard 6
6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	Analyze 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	Explain how an author develops the point of view of the narrator or speaker in a text
7	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	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
8	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	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	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
9-10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors)	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)

Reading Standards for Literature K-5

Grade	Strand: Integration of Knowledge and Ideas		
	Standard 7	Standard 8	Standard 9
K	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)	With prompting and support, identify the reasons an author gives to support points in a text	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
1	Use the illustrations and details in a text to describe its key ideas	Identify the reasons an author gives to support points in a text	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
2	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	Describe how reasons support specific points the author makes in a text	Compare and contrast the most important points presented by two texts on the same topic
3	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)	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)	Compare and contrast the most important points and key details presented in two texts on the same topic
4	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	Explain how an author uses reasons and evidence to support particular points in a text	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
5	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	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Reading Standards for Literature 6-12

Grade	Strand: Integration of Knowledge and Ideas		
	Standard 7	Standard 8	Standard 9
6	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	(Not applicable to literature)	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
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)	(Not applicable to literature)	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
8	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	(Not applicable to literature)	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
9-10	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)	(Not applicable to literature)	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)
11-12	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist)	(Not applicable to literature)	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics

Reading Standards for Literature K-12

Grade	Strand: Range of Reading Level and Text Complexity
	Standard 10
K	Actively engage in group reading activities with purpose and understanding
1	With prompting and support, read prose and poetry of appropriate complexity for grade 1
2	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
3	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
4	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
5	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
6	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
7	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
8	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
9-10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently
11-12	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently

Reading Standards for Informational Text K-12

Reading Standards for Informational Text

K-5

Grade	Strand: Key Ideas and Details		
	Standard 1	Standard 2	Standard 3
K	With prompting and support, ask and answer questions about key details in a text	With prompting and support, identify the main topic and retell key details of a text	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
1	Ask and answer questions about key details in a text	Identify the main topic and retell key details of a text	Describe the connection between two individuals, events, ideas, or pieces of information in a text
2	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Determine the main idea of a text; recount the key details and explain how they support the main idea	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
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Determine the main idea of a text and explain how it is supported by key details; summarize the text	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
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	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

Reading Standards for Informational Text

6-12

Grade	Strand: Key Ideas and Details		
	Standard 1	Standard 2	Standard 3
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	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	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	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	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)
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	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	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

Reading Standards for Informational Text

K-5

Grade	Strand: Craft and Structure		
	Standard 4	Standard 5	Standard 6
K	With prompting and support, ask and answer questions about unknown words in a text	Identify the front cover, back cover, and title page of a book	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
1	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	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	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
2	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	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	Identify the main purpose of a text, including what the author wants to answer, explain, or describe
3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently	Distinguish their own point of view from that of the author of a text
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	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	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	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	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

Reading Standards for Informational Text 6-12

Grade	Strand: Craft and Structure		
	Standard 4	Standard 5	Standard 6
6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	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	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text
7	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	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	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
8	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	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	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
9-10	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
11-12	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10)	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text

Reading Standards for Informational Text

K-5

Grade	Strand: Integration of Knowledge and Ideas		
	Standard 7	Standard 8	Standard 9
K	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)	With prompting and support, identify the reasons an author gives to support points in a text	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
1	Use the illustrations and details in a text to describe its key ideas	Identify the reasons an author gives to support points in a text	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
2	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	Describe how reasons support specific points the author makes in a text	Compare and contrast the most important points presented by two texts on the same topic
3	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)	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)	Compare and contrast the most important points and key details presented in two texts on the same topic
4	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	Explain how an author uses reasons and evidence to support particular points in a text	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
5	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	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Reading Standards for Informational Text

6-12

Grade	Strand: Integration of Knowledge and Ideas		
	Standard 7	Standard 8	Standard 9
6	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	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	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)
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)	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	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
8	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea	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	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
9-10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts
11-12	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses)	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features

Reading Standards for Informational Text K-12

Grade	Strand: Range of Reading Level and Text Complexity
	Standard 10
K	Actively engage in group reading activities with purpose and understanding
1	With prompting and support, read informational texts appropriately complex for grade 1
2	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
3	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
4	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
5	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
6	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
7	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
8	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
9-10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently
11-12	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently

Reading Standards for Foundational Skills K-5

Reading Standards for Foundational Skills K-5

Grade	Strand: Print Concepts
	Standard 1
K	<p>Demonstrate understanding of the organization and basic features of print</p> <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	<p>Demonstrate understanding of the organization and basic features of print</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
2	Not Applicable
3	Not Applicable
4	Not Applicable
5	Not Applicable

Reading Standards for Foundational Skills

K-5

Grade	Strand: Phonological Awareness
	Standard 2
K	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <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
1	<p>Demonstrate understanding of spoken words, syllables, and sounds(phonemes)</p> <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)
2	Not Applicable
3	Not Applicable
4	Not Applicable
5	Not Applicable

Reading Standards for Foundational Skills

K-5

Grade	Strand: Phonics and Word Recognition
	Standard 3
K	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant Associate the long and short sounds with common spellings (graphemes) for the five major vowels Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) Distinguish between similarly spelled words by identifying the sounds of the letters that differ
1	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs Decode regularly spelled one-syllable words Know final -e and common vowel team conventions for representing long vowel sounds Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word Decode two-syllable words following basic patterns by breaking the words into syllables Read words with inflectional endings Recognize and read grade-appropriate irregularly spelled words
2	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words Know spelling-sound correspondences for additional common vowel teams Decode regularly spelled two-syllable words with long vowels Decode words with common prefixes and suffixes Identify words with inconsistent but common spelling-sound correspondences Recognize and read grade-appropriate irregularly spelled words
3	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes Decode words with common Latin suffixes Decode multi-syllable words Read grade-appropriate irregularly spelled words
4	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context
5	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context

Reading Standards for Foundational Skills K-5

Grade	Strand: Fluency
	Standard 4
K	Read emergent-reader texts with purpose and understanding
1	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
2	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
3	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
5	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing Standards K-12

College and Career Readiness Anchor Standards for Writing K-12

The K–12 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.

Standard	Strand: 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
	Strand: 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
	Strand: 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
	Strand: 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

Writing Standards K-5

Grade	Strand: Text Types and Purposes		
	Standard 1	Standard 2	Standard 3
K	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 . . .)	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	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
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	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	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
2	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	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	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
3	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons Provide reasons that support the opinion Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons Provide a concluding statement or section 	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension Develop the topic with facts, definitions, and details Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information Provide a concluding statement or section 	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations Use temporal words and phrases to signal event order Provide a sense of closure

Writing Standards K-5

Grade	Strand: Text Types and Purposes		
	Standard 1	Standard 2	Standard 3
4	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <ol style="list-style-type: none"> 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 Provide reasons that are supported by facts and details Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) Provide a concluding statement or section related to the opinion presented 	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ol style="list-style-type: none"> 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 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic Link ideas within categories of information using words and phrases (e.g., another, for example, also, because) Use precise language and domain-specific vocabulary to inform about or explain the topic Provide a concluding statement or section related to the information or explanation presented 	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally Use dialogue and description to develop experiences and events or show the responses of characters to situations Use a variety of transitional words and phrases to manage the sequence of events Use concrete words and phrases and sensory details to convey experiences and events precisely Provide a conclusion that follows from the narrated experiences or events

Writing Standards K-5

Grade	Strand: Text Types and Purposes		
	Standard 1	Standard 2	Standard 3
5	<p>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 b. in which ideas are logically grouped to support the writer's purpose c. Provide logically ordered reasons that are supported by facts and details d. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) e. Provide a concluding statement or section related to the opinion presented 	<p>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>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 e. Provide a conclusion that follows from the narrated experiences or events

Writing Standards 6-12

Grade	Strand: Text Types and Purposes		
	Standard 1	Standard 2	Standard 3
6	<p>Write arguments to support claims with clear reasons and relevant evidence</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</p> <p>d. Establish and maintain a formal style</p> <p>e. Provide a concluding statement or section that follows from the argument presented</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>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</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>e. Establish and maintain a formal style</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>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</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</p> <p>e. Provide a conclusion that follows from the narrated experiences or events</p>

Writing Standards 6-12

Grade	Strand: Text Types and Purposes		
	Standard 1	Standard 2	Standard 3
7	<p>Write 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>Write 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 d. Use precise language and domain-specific vocabulary to inform about or explain the topic e. Establish and maintain a formal style f. Provide a concluding statement or section that follows from and supports the information or explanation presented 	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <ul style="list-style-type: none"> 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 c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shift from one time frame or setting to another 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 and reflects on the narrated experiences or events

Writing Standards 6-12

Grade	Strand: Text Types and Purposes		
	Standard 1	Standard 2	Standard 3
8	<p>Write arguments to support claims with clear reasons and relevant evidence</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p>d. Establish and maintain a formal style</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>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</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>e. Establish and maintain a formal style</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>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</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</p> <p>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</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events</p>

Writing Standards 6-12

Grade	Strand: Text Types and Purposes		
	Standard 1	Standard 2	Standard 3
9-10	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>a. Engage and orient the reader by setting out a problem, situation, or Observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>

Writing Standards 6-12

Grade	Strand: Text Types and Purposes		
	Standard 1	Standard 2	Standard 3
11-12	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>

Writing Standards K-5

Grade	Strand: Production and Distribution of Writing		
	Standard 4	Standard 5	Standard 6
K	(Begins in grade 3)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers
1	(Begins in grade 3)	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	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
2	(Begins in grade 3)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
3	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)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29)	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
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)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29)	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
5	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)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29)	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

Writing Standards 6-12

Grade	Strand: Production and Distribution of Writing		
	Standard 4	Standard 5	Standard 6
6	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>(Grade-specific expectations for writing types are defined in standards 1–3)</p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52)</p>	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting</p>
7	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>(Grade-specific expectations for writing types are defined in standards 1–3)</p>	<p>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 52)</p>	<p>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>
8	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>(Grade-specific expectations for writing types are defined in standards 1–3 above)</p>	<p>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 52)</p>	<p>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>

Writing Standards 6-12

Grade	Strand: Production and Distribution of Writing		
	Standard 4	Standard 5	Standard 6
9-10	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>(Grade-specific expectations for writing types are defined in standards 1–3 above)</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54)</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</p>
11-12	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>(Grade-specific expectations for writing types are defined in standards 1–3 above)</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54)</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p>

Writing Standards K-5

Grade	Strand: Research to Build and Present Knowledge		
	Standard 7	Standard 8	Standard 9
K	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	(Begins in grade 4)
1	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)	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	(Begins in grade 4)
2	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)	Recall information from experiences or gather information from provided sources to answer a question	(Begins in grade 4)
3	Conduct short research projects that build knowledge about a topic	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	(Begins in grade 4)
4	Conduct short research projects that build knowledge through investigation of different aspects of a topic	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	Draw evidence from literary or informational texts to support analysis, reflection, and research a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”) b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)

Writing Standards K-5

Grade	Strand: Research to Build and Present Knowledge		
	Standard 7	Standard 8	Standard 9
5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>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]”)</p> <p>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]”)</p>

Writing Standards 6-12

Grade	Strand: Research to Build and Present Knowledge		
	Standard 7	Standard 8	Standard 9
6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	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>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”) b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”)
7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	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>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> 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”) 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”)

Writing Standards 6-12

Grade	Strand: Research to Build and Present Knowledge		
	Standard 7	Standard 8	Standard 9
8	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	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	Draw evidence from literary or informational texts to support analysis, reflection, and research <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”) b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”)
9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation	Draw evidence from literary or informational texts to support analysis, reflection, and research <ol style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”) b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”)

Writing Standards 6-12

Grade	Strand: Research to Build and Present Knowledge		
	Standard 7	Standard 8	Standard 9
11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation	<p>Draw evidence form literary or informational texts to support analysis, reflection, and research</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”)</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”)</p>

Writing Standards K-12

Grade	Strand: Range of Writing
	Standard 10
K	(Begins in grade 3)
1	(Begins in grade 3)
2	(Begins in grade 3)
3	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
4	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
5	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
6	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
7	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
8	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
9-10	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
11-12	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