Mississippi College- and Career-Readiness Standards

Grades 3-5

Diving Deep into the Mississippi College- and Career-Readiness Standards for English Language Arts

February 2015
Mississippi College- and Career-Readiness Standards

Grades 3-5
English Language Arts

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Overview

This notebook of materials is designed to serve as a resource and guide for training teachers in Mississippi school districts on the Mississippi College- and Career-Readiness (CCR) Standards and PARCC Assessments. It is anticipated that schools/districts may both add to the notebook and/or modify the activities. Please note that some of the resources provided in this notebook may be in draft form and may change as more is learned from the PARCC Assessment Consortium, other states, and our school districts regarding implementation of the MS CCR Standards. The Mississippi Department of Education will provide updates as additional resources become available.
AGENDA

8:00 a.m. Review Training Objective, Agenda, Notebook Documents, and External Handout Packet

8:30 a.m. Work Session # 1: Streamlining Instruction

9:15 a.m. Model Content Frameworks

10:00 a.m. Break

10:15 a.m. Work Session # 2: Scaffolding the Standards

10:45 a.m. Work Session # 3: Modelling the Standard

11:30 a.m. Work Session # 4: Aligning With Informational Text

12:00 p.m. Lunch

12:45 p.m. Work Session # 5: Independent Practice

1:30 p.m. Work Session # 6: Writing Prompt

2:00 p.m. Break

2:15 p.m. Work Session # 7: Grammar in Context

3:15 p.m. Conclusion

3:30 p.m. Training Evaluations and Adjournment
PowerPoint

Diving Deep into the Mississippi CCR Standards for ELA

Grades 3-5
Diving Deep into the Mississippi College- and Career-Readiness Standards for English Language Arts

Cristy Marshall
Spring 2015

Focusing on the Standards
We are teaching the **standards** and **skills**, not tests or texts.

Focus of Instruction:
Reading Literature

2
3
5
6
7
9
Focus of Instruction: Reading Information

2
3
5
6
7
8
9

Focus of Instruction: Writing

1
2
3
7
8
9
Focus of Instruction: Language

1
2
3
4
5
6

Streamlining Instruction: Step 1

• Analyze data to determine the reading focus standard.
Streamlining Instruction:
Step 1

CCSS.ELA-Literacy.RL.3-3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Streamlining Instruction:
Step 2

• Analyze the other RL standards to determine additional standards that fit naturally with the focus standard.
Streamlining Instruction:
Step 2

**CCSS.ELA-Literacy.RL.3-3**
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-Literacy.RL.3.2**
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.

Streamlining Instruction:
Step 3

- Integrate the Reading Information Standards (using the Model Content Framework, tying in shorter texts).
- The RI standards mirror the skills (for the most part) of the RL standards.
Streamlining Instruction: Step 3

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Reading Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text, using language that pertains to time, sequence, and cause/effect</td>
</tr>
</tbody>
</table>

Work Session # 1a: Additional RI Standards

**Locate** the MS CCR Standards for ELA

**Directions:**
Identify additional RI standards that can be taught while teaching the focus standard RI.3.3. Record these standards on the chart paper.
Streamlining Instruction: Step 4

• Think of a writing prompt that aligns with the reading standards, the texts, and one of the writing types required by the MS CCR. This is the final project.

Streamlining Instruction: Step 4

CCSS.ELA-Literacy.W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Work Session # 1b: Additional Writing Standards

**Locate** the MS CCR Standards for ELA

**Directions:**
Identify additional Writing standards that can be taught while teaching the focus standard W.3.2. Record these standards on the chart paper.

---

Streamlining Instruction: Step 5

- Grammar should be taught in context.
  - Show the skill in authentic text
  - Practice in context
  - Authentically assess in student writing
Streamlining Instruction:  
Step 5  
CCSS.ELA-Literacy.L.3.2.c  
Use commas and quotations marks in dialogue.

Work Session # 1c:  
Additional RI Standards  
Locate the MS CCR Standards for ELA  
Directions:  
Identify additional Language standards that can be taught while teaching the focus standard L.3.2.c. Record these standards on the chart paper.
Integrating Standards:
PARCC Model Content Framework

We will always include RL.1 or RI.1 and RL.10 or RI.10.

Taken from the PARCC Model Content Framework, Grade 3-Handout #1
Integrating Standards:
PARCC Model Content Framework

- These “foundational” standards are consistent across all units and lessons.
- All units/lessons will integrate these standards.
Scaffolding Document

**Scaffolding Document Construction**

For the purposes of completing the scaffolding documents, committee members were given the following guidance:

- **To know**: identifies students’ prior knowledge based on previous exposure and experience from the MS CCRS for ELA.
- **To understand**: refers to key conceptual understanding that a student must have mastered from previous exposure and experiences from the MS CCRS for ELA in order to be successful with the application component of the standard.
- **To do**: explains the actual skills and application that the standard requires in order for a student to be successful on an ELA task.
MS CCR Standards for ELA

Reading Standards for Literature K-5

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
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<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details and examples in the text (e.g., a character’s thoughts, words, or actions).</td>
<td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and examples in the text (e.g., how characters interact).</td>
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Craft and Structure

| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | 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. | Explain major shifts in the drama, develop, and compare the interaction of elements of the text (e.g., voice, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, stage directions) when reading aloud or studying a text aloud. | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | 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. | Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations. | Describe how a narrator’s or speaker’s point of view influences how events are described. | Describe how a narrator’s or speaker’s point of view influences how events are described. |

Integration of Knowledge and Ideas

| 7. Make connections between and across texts, including the text, drama, or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Make connections between and across texts, including the text, drama, or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Make connections between and across texts, including the text, drama, or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Make connections between and across texts, including the text, drama, or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
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### Grade Level

**CCR R.3:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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<td>Readers determine key ideas and supporting details from a text.</td>
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<td>Readers use key details to describe characters, settings, and major events.</td>
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</tr>
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<td>Readers describe how characters respond to events and challenges.</td>
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| A student should understand (Conceptual Understanding) |
| Authors include characters, plot, and setting that help shape the events of a story or play. |
| Readers understand the actions of characters in a literary text contribute to the sequence of events in a story or play. |
| Readers analyze the traits, motivation, and feelings of the characters in order to understand and explain how their actions impact the sequence of events. |

**Sub-Standards**

**W.CCR.2:** Write informative/ explanatory text to develop an effective selection, organization, and development. **W.3.2b**

Develop the topic with facts, definitions, and details.
**Scaffolding**

**What a student should know or be able to do**

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**What a student should understand**

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**Student Evidence**

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<th>A student should be able to do (Evidence of Knowledge)</th>
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<td>• Sequence the key ideas and events in a story or play.</td>
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<td>• Provide a description of characters in a story or play (e.g., traits, motivations, feelings).</td>
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<tr>
<td>• Explain how characters' actions contribute to the sequence of events.</td>
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**Scaffolding Instruction**

- Student must have mastery of the prerequisite knowledge. If they do not, identify the deficiency and implement interventions to help students achieve mastery of these skills.
- The prerequisite skills may be the standards from previous grades.
- Teachers should teach for understanding of the conceptual knowledge required in the document.
Scaffolding Instruction

• Students should be able to “do”, or show mastery, of the skills under Evidence of Knowledge. This should be evidence, in the form of writing, speaking, projects, formative and summative assessments, etc.

Key Terms

These key terms and verbs come directly from the standard and include terms and verbs required for understanding, whether these terms and verbs are explicitly stated in the standard or inferred.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD
Describe, explain, sequence, characters, traits, motivations, feelings, actions, plot, details, contribute
What does this mean?

Before a student can (1. standard), they need to be able to (2. prerequisite skill). They should understand (3. conceptual understanding) to be able to (4. evidence).

<table>
<thead>
<tr>
<th>RL.3.3</th>
<th>Desired Student Performance</th>
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<td><strong>1.</strong> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<tr>
<td>Explain how characters’ actions contribute to the sequence of events.</td>
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</table>
What does this mean?

Before a student can describe characters in a story and explain how their actions contribute to the sequence of events, they need to be able to determine key ideas and supporting details from a text. They should understand the actions of characters contribute to the sequence of events in a story. They should then be able to explain how characters’ actions contribute to the sequence of events.

Scaffolding Instruction

Before a student can (1. standard), they need to be able to (2. prerequisite skill). They should understand (3. conceptual understanding) to be able to (4. evidence).
Work Session # 2:  
Scaffolding Document

**Locate** Work Session # 2

**Directions:**
Complete the template for standard L.2.2c.

---

**Rocking the Reading Standards**
Planning and Starting Instruction

- Lessons should align to the reading standard and incorporate the texts sets from the MCR.
- Always keep the end result (the writing) in mind.
- Implement the “I do, We do, You do” instruction method.

Teaching the Standard

RL.3.3 – Characterization

CLOSE READING
First Read: Get the gist
- What’s the main idea?
- Can you summarize the text?
- What jumps out at you?
- What questions do you have?

Second Read: Dig a Little Deeper
- What text structures and text features were used?
- What is the author’s purpose?
- How does the author feel about the subject?
- Why did the author use particular words and phrases?

Third Read: Put it all together
- What inferences can you make?
- How does the author support key points?
- How does this relate to other texts you’ve read?
- How does this relate to your life?
“I do…” with Charlotte’s Web

• Do three reads of the text.
  – Independent read, expert read, and a close read.
• During the close read, ask students questions aligned to the focus reading standard and the additional standards.
  – Vocabulary questions can ALWAYS be asked during a close read.
• As the chapter is read, ask students to highlight the text when the author is describing Charlotte’s character.

Work Session # 3
Modelling the Standard

Locate Work Session # 3

Directions:
1. Read “Wilbur’s Boast” independently.
2. Listen to the expert read.
3. Participate in the close read.
Text Dependent Questions for “Wilbur’s Boast”

• What was Wilbur boasting about in Chapter 9?
• How do you know that Charlotte is Wilbur’s friend? Give an example from the text.
• How does Charlotte know that Wilbur is not a quitter?

“We do…” with “Black Widow”

• Review RI.3.3 with students.
• Identify and highlight how the author describes a black widow.
• Have students fill out a Venn Diagram noting the differences between Charlotte and a Black Widow.
Work Session # 4:
Aligning with Informational Text

Locate Work Session # 4

Directions:
With others at your table, read “Black Widow” and complete a Venn Diagram comparing Charlotte and a Black Widow.

“I do...” with “Last Day”

• Now that students have seen how authors describe characters in a story and understand how their actions contribute to a sequence of events, they can now practice independently.
• To scaffold instruction, use the scaffolding document as needed
  – To differentiate instruction, ask students to work in teams.
Work Session # 5: Independent Practice

**Locate** Work Session # 5

**Directions:**
With others at your table, read “Last Day” and create a “Thinking About Text” poster. Be sure to focus on Charlotte’s character.

---

**Writing about Reading**
Tying in the Writing Standards

• Review the writing standard chosen during planning.
• Construct a writing prompt that aligns with the writing type and reading standards chosen during initial planning.
• Effective writing prompts require specific elements.

Effective Writing Prompts Should:

• Reference the source text (or texts) serving as the stimulus for a student response
• State clearly the topic, issue, or idea to be addressed
• Establish a clear purpose for writing
• Specify the desired form or genre of the student response
Work Session # 6a:  
Informative Writing Prompt

**Locate** Work Session # 6a

**Directions**

Review the requirements of an effective writing prompt. Identify each requirement in the model writing prompt.

---

Work Session # 6b:  
Creating Writing Prompt

**Directions**

With the members at your table, create a writing prompt with “Wilbur’s Boast” and “Black Widow” aligned to RL.3, RI.3, or a combination of the two, and W.3.2. Ensure that the prompt meets the requirements of an effective writing prompt.
Tying in the Grammar

Teaching Grammar in Context

Show the skill in authentic text:

"Charlotte," said Wilbur after a while, "why are you so quiet?"

"I like to sit still," she said. "I've always been rather quiet."

"Yes, but you seem specially so today. Do you feel all right?"
Teaching Grammar in Context

Practice in context:
• When doing anything aligned to the reading assignment, have students briefly write and include something that requires they use correct parallel structure.

Teaching Grammar in Context

Authentically assess in student writing
• When students write their informative paragraph, ensure that quotation marks are used correctly. The assignment may or may not require students to specifically include quotation marks.
Work Session #7: Quotation Marks

Directions
In groups of 3 create a dialogue between Charlotte and Wilbur using quotation marks. One person will be the recorder of the conversation. You will have 30 seconds of dialogue. As a group work together to transcribe your dialogue using correct conventions.

Scoring the PARCC Writing Tasks
Work Session # 8:
Scoring the PARCC Writing Tasks

Locate Work Session # 8

Directions
1. Read the writing prompt, the texts, and the student response.
2. As a group, score the student response using the PARCC writing rubric.

RST and LAT
(Informative and Argumentative)

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<td>The student response demonstrates full comprehension of ideas stated explicitly and inherently by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.</td>
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<th>Construct Measured</th>
<th>Score Point 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension of Key Ideas and Details</td>
<td>The student response demonstrates limited comprehension of ideas stated explicitly and inherently by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension of Key Ideas and Details</td>
<td>The student response demonstrates no comprehension of ideas by providing inaccurate or no analyses and little to no textual evidence.</td>
</tr>
</tbody>
</table>
RST and LAT
(Informative and Argumentative)

Writing

The student response addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence.

- demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas;
- establishes and maintains an effective style, attending to the norms and conventions of the discipline;

The student response addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, by using clear reasoning supported by relevant textual evidence.

- demonstrates some coherence, clarity, and cohesion, making the writer's progression of ideas usually discernible but not obvious;
- has a style that is somewhat effective, generally attending to the norms and conventions of the discipline;

The student response addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, by using some reasoning and text-based evidence.

- demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas usually nondiscernible but not obvious;
- has a style that has limited effectiveness, with limited awareness of the norms of the discipline;

The student response is undeveloped and/or inappropriate to the task.

- lacks coherence, clarity, and cohesion;
- has an inappropriate style, with little to no awareness of the norms of the discipline.

RST and LAT
(Informative and Argumentative)

Knowledge of Language and Conventions

The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.

- demonstrates mastery of the conventions of standard English at a level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.

The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.

- demonstrates some command of the conventions of standard English at a level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.

The student response to the prompt demonstrates limited command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.
## Narrative Writing

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Written Expression</td>
<td>The student response is effectively developed with narrative elements and is consistently appropriate to the task;</td>
<td>The student response is mostly effectively developed with narrative elements and is mostly appropriate to the task;</td>
<td>The student response is developed with some narrative elements and is somewhat appropriate to the task;</td>
<td>The student response is minimally developed with few narrative elements and is limited in its appropriateness to the task;</td>
<td>The student response is undeveloped and/or inappropriate to the task;</td>
</tr>
<tr>
<td></td>
<td>demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas;</td>
<td>demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer’s progression of ideas;</td>
<td>demonstrates some coherence, clarity, and cohesion, making the writer’s progression of ideas usually discernible but not obvious;</td>
<td>demonstrates limited coherence, clarity, and cohesion, making the writer’s progression of ideas somewhat unclear;</td>
<td>lacks coherence, clarity, and cohesion;</td>
</tr>
<tr>
<td></td>
<td>establishes and maintains an effective style, adhering to the norms and conventions of the discipline;</td>
<td>establishes and maintains a mostly effective style, while adhering to the norms and conventions of the discipline;</td>
<td>has a style that is somewhat effective, generally adhering to the norms and conventions of the discipline;</td>
<td>has a style that has limited effectiveness, with limited awareness of the norms of the discipline;</td>
<td>has an inappropriate style, with little to no awareness of the norms of the discipline;</td>
</tr>
</tbody>
</table>

## Narrative Writing

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Writing Knowledge of Language and Conventions</td>
<td>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear;</td>
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</tr>
</tbody>
</table>
Narrative Writing

NOTE:
- The shared dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tonic is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the narrative 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied:

Coded Responses:
A-No response
B-Response is uninterpretable or undecipherable
C-Response is not written in English
D-Off topic
E-Refusal to respond
F-Don’t understand/throw

* This rubric is subject to further refinement based on research and study.

Resources

Common Core Website
www.corestandards.org

MDE Curriculum Website
www.mde.k12.ms.us/ci

MDE Common Core Website
www.mde.k12.ms.us/ccss

MDE Assessment Website
www.mde.k12.ms.us/osa

MDE SharePoint Website
https://districtaccess.mde.k12.ms.us

PARCC Website
www.parcconline.org
Contact Information

Office of Curriculum and Instruction
601.359.2586
commoncore@mde.k12.ms.us

Nathan Oakley - Director of Curriculum
noakley@mde.k12.ms.us

Dr. Marla Davis - Mathematics
mdavis@mde.k12.ms.us

Vincent Segalini - English/Language Arts
vsegalini@mde.k12.ms.us

Chauncey Spears - AP/Gifted/Social Studies
crspears@mde.k12.ms.us

Cristy Marshall – Professional Development Coordinator
Literacy/Language Art
cmarshall@mde.k12.ms.us
Work Sessions

Diving Deep into the Mississippi CCR Standards for ELA

Grades 3-5
Work Session # 2: Scaffolding Standards
### Second Grade

**CCR.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<table>
<thead>
<tr>
<th><strong>L.2.2c</strong> Use an apostrophe to form contractions and frequently occurring possessives.</th>
<th><strong>Desired Student Performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A student should know</strong> (Prerequisite Knowledge)</td>
<td><strong>A student should understand</strong> (Conceptual Understanding)</td>
</tr>
<tr>
<td>• Possessive pronouns show ownership.</td>
<td>• Contractions are shortened forms of a word created by omitting letters which are replaced with an apostrophe.</td>
</tr>
<tr>
<td>• Nouns can be singular or plural.</td>
<td>• Contractions are not commonly accepted as permissible words in formal writing.</td>
</tr>
<tr>
<td>• An apostrophe is shaped like a comma, but is used along the top of the letters in a contraction or possessive.</td>
<td>• Apostrophes can be used to make a noun possessive.</td>
</tr>
<tr>
<td></td>
<td>• The apostrophe’s placement depends on whether the noun is singular or plural.</td>
</tr>
</tbody>
</table>

**A student should be able to do** (Evidence of Knowledge)

- Select correctly written contractions.
- Select correctly written possessives.
- Use an apostrophe to form a contraction.
- Use an apostrophe to show possession in frequently occurring possessives.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

- use, apostrophe, form, contractions, possessives, nouns, singular, plural, shortened, omit, letters, permissible, writing, speaking, select, demonstrate, command, conventions, standard English, capitalization, punctuation, spelling, writing
Work Sessions # 3:

Close Reading
Chapter IX

Wilbur’s Boast

A spider’s web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken. However, a web gets torn every day by the insects that kick around in it, and a spider must rebuild it when it gets full of holes. Charlotte liked to do her weaving during the late afternoon, and Fern liked to sit nearby and watch. One afternoon she heard a most interesting conversation and witnessed a strange event.

“You have awfully hairy legs, Charlotte,” said Wilbur, as the spider busily worked at her task.

“My legs are hairy for a good reason,” replied Charlotte. “Furthermore, each leg of mine has seven sections—the coxa, the trochanter, the femur, the patella, the tibia, the metatarsus, and the tarsus.”

Wilbur sat bolt upright. “You’re kidding,” he said. “No, I’m not, either.”

“Say those names again, I didn’t catch them the first time.”

55
“Coxa, trochanter, femur, patella, tibia, metatarsus, and tarsus.”

“Goodness!” said Wilbur, looking down at his own chubby legs. “I don’t think my legs have seven sections.”

“Well,” said Charlotte, “you and I lead different lives. You don’t have to spin a web. That takes real leg work.”

“I could spin a web if I tried,” said Wilbur, boasting. “I’ve just never tried.”

“Let’s see you do it,” said Charlotte. Fern chuckled softly, and her eyes grew wide with love for the pig.

“O.K.,” replied Wilbur. “You coach me and I’ll spin one. It must be a lot of fun to spin a web. How do I start?”

“Take a deep breath!” said Charlotte, smiling. Wilbur breathed deeply. “Now climb to the highest place you can get to, like this.” Charlotte raced up to the top of the doorway. Wilbur scrambled to the top of the manure pile.

“Very good!” said Charlotte. “Now make an attachment with your spinnerets, hurl yourself into space, and let out a dragline as you go down!”

Wilbur hesitated a moment, then jumped out into the air. He glanced hastily behind to see if a piece of rope was following him to check his fall, but nothing seemed to be happening in his rear, and the next thing
he knew he landed with a thump. “Ooomp!” he grunted.

Charlotte laughed so hard her web began to sway.

“What did I do wrong?” asked the pig, when he recovered from his bump.

“Nothing,” said Charlotte. “It was a nice try.”

“I think I’ll try again,” said Wilbur, cheerfully. “I believe what I need is a little piece of string to hold me.”

The pig walked out to his yard. “You there, Templeton?” he called. The rat poked his head out from under the trough.

“Got a little piece of string I could borrow?” asked Wilbur. “I need it to spin a web.”

“Yes, indeed,” replied Templeton, who saved string. “No trouble at all. Anything to oblige.” He crept down into his hole, pushed the goose egg out of the way, and returned with an old piece of dirty white string. Wilbur examined it.

“That’s just the thing,” he said. “Tie one end to my tail, will you, Templeton?”

Wilbur crouched low, with his thin, curly tail toward the rat. Templeton seized the string, passed it around the end of the pig’s tail, and tied two half hitches. Charlotte watched in delight. Like Fern, she was truly fond of Wilbur, whose smelly pen and stale food attracted the flies that she needed, and she was proud to see that
he was not a quitter and was willing to try again to spin a web.

While the rat and the spider and the little girl watched, Wilbur climbed again to the top of the manure pile, full of energy and hope.

“Everybody watch!” he cried. And summoning all his strength, he threw himself into the air, headfirst. The string trailed behind him. But as he had neglected to fasten the other end to anything, it didn’t really do any good, and Wilbur landed with a thud, crushed and hurt. Tears came to his eyes. Templeton grinned. Charlotte just sat quietly. After a bit she spoke.

“You can’t spin a web, Wilbur, and I advise you to put the idea out of your mind. You lack two things needed for spinning a web.”

“What are they?” asked Wilbur, sadly.

“You lack a set of spinnerets, and you lack know-
how. But cheer up, you don’t need a web. Zuckerman supplies you with three big meals a day. Why should you worry about trapping food?”

Wilbur sighed. “You’re ever so much cleverer and brighter than I am, Charlotte. I guess I was just trying to show off. Serves me right.”

Templeton untied his string and took it back to his home. Charlotte returned to her weaving.

“You needn’t feel too badly, Wilbur,” she said. “Not many creatures can spin webs. Even men aren’t as good at it as spiders, although they think they’re pretty good, and they’ll try anything. Did you ever hear of the Queensborough Bridge?”

Wilbur shook his head. “Is it a web?”

“Sort of,” replied Charlotte. “But do you know how long it took men to build it? Eight whole years. My goodness, I would have starved to death waiting that long. I can make a web in a single evening.”

“What do people catch in the Queensborough Bridge—bugs?” asked Wilbur.

“No,” said Charlotte. “They don’t catch anything. They just keep trotting back and forth across the bridge thinking there is something better on the other side. If they’d hang head-down at the top of the thing and wait quietly, maybe something good would come along. But no—with men it’s rush, rush, rush, every minute. I’m glad I’m a sedentary spider.”
Wilbur’s Boast

“What does sedentary mean?” asked Wilbur.

“Means I sit still a good part of the time and don’t go wandering all over creation. I know a good thing when I see it, and my web is a good thing. I stay put and wait for what comes. Gives me a chance to think.”

“Well, I’m sort of sedentary myself, I guess,” said the pig. “I have to hang around here whether I want to or not. You know where I’d really like to be this evening?”

“Where?”

“In a forest looking for beechnuts and truffles and delectable roots, pushing leaves aside with my wonderful strong nose, searching and sniffing along the ground, smelling, smelling, smelling . . .”

“You smell just the way you are,” remarked a lamb who had just walked in. “I can smell you from here. You’re the smelliest creature in the place.”

Wilbur hung his head. His eyes grew wet with tears. Charlotte noticed his embarrassment and she spoke sharply to the lamb.

“Let Wilbur alone!” she said. “He has a perfect right to smell, considering his surroundings. You’re no bundle of sweet peas yourself. Furthermore, you are interrupting a very pleasant conversation. What were we talking about, Wilbur, when we were so rudely interrupted?”

“Oh, I don’t remember,” said Wilbur. “It doesn’t
Charlotte's Web

make any difference. Let's not talk any more for a while, Charlotte. I'm getting sleepy. You go ahead and finish fixing your web and I'll just lie here and watch you. It's a lovely evening.” Wilbur stretched out on his side.

Twilight settled over Zuckerman's barn, and a feeling of peace. Fern knew it was almost suppertime but she couldn't bear to leave. Swallows passed on silent wings, in and out of the doorways, bringing food to their young ones. From across the road a bird sang “Whippoorwill, whippoorwill!” Lurvy sat down under an apple tree and lit his pipe; the animals sniffed the familiar smell of strong tobacco. Wilbur heard the trill of the tree toad and the occasional slamming of the kitchen door. All these sounds made him feel comfortable and happy, for he loved life and loved to be a part of the world on a summer evening. But as he lay there he remembered what the old sheep had told him. The thought of death came to him and he began to tremble with fear.

“Charlotte?” he said, softly.

“Yes, Wilbur?”

“I don't want to die.”

“Of course you don't,” said Charlotte in a comforting voice.

“I just love it here in the barn,” said Wilbur. “I love everything about this place.”
Wilbur's Boast

"Of course you do," said Charlotte. "We all do."
The goose appeared, followed by her seven goslings.
They thrust their little necks out and kept up a musical
whistling, like a tiny troupe of pipers. Wilbur listened
to the sound with love in his heart.
"Charlotte?" he said.
"Yes?" said the spider.
"Were you serious when you promised you would keep
them from killing me?"
"I was never more serious in my life. I am not going
to let you die, Wilbur."
"How are you going to save me?" asked Wilbur,
whose curiosity was very strong on this point.
"Well," said Charlotte, vaguely, "I don't really
know. But I'm working on a plan."
"That's wonderful," said Wilbur. "How is the plan
coming, Charlotte? Have you got very far with it? Is
it coming along pretty well?" Wilbur was trembling
again, but Charlotte was cool and collected.
"Oh, it's coming all right," she said, lightly. "The
plan is still in its early stages and hasn't completely
shaped up yet, but I'm working on it."
"When do you work on it?" begged Wilbur.
"When I'm hanging head-down at the top of my
web. That's when I do my thinking, because then all
the blood is in my head."
"I'd be only too glad to help in any way I can."
Charlotte's Web

“Oh, I’ll work it out alone,” said Charlotte. “I can think better if I think alone.”

“All right,” said Wilbur. “But don’t fail to let me know if there’s anything I can do to help, no matter how slight.”

“Well,” replied Charlotte, “you must try to build yourself up. I want you to get plenty of sleep, and stop worrying. Never hurry and never worry! Chew your food thoroughly and eat every bit of it, except you must leave just enough for Templeton. Gain weight and stay well—that’s the way you can help. Keep fit, and don’t lose your nerve. Do you think you understand?”

“Yes, I understand,” said Wilbur.

“Go along to bed, then,” said Charlotte. “Sleep is important.”

Wilbur trotted over to the darkest corner of his pen and threw himself down. He closed his eyes. In another minute he spoke.

“Charlotte?” he said.

“Yes, Wilbur?”

“May I go out to my trough and see if I left any of my supper? I think I left just a tiny bit of mashed potato.”

“Very well,” said Charlotte. “But I want you in bed again without delay.”

Wilbur started to race out to his yard.
Wilbur's Boast

“Slowly, slowly!” said Charlotte. “Never hurry and never worry!”

Wilbur checked himself and crept slowly to his trough. He found a bit of potato, chewed it carefully, swallowed it, and walked back to bed. He closed his eyes and was silent for a while.

“Charlotte?” he said, in a whisper.

“Yes?”

“May I get a drink of milk? I think there are a few drops of milk left in my trough.”

“No, the trough is dry, and I want you to go to sleep. No more talking! Close your eyes and go to sleep!”

Wilbur shut his eyes. Fern got up from her stool and started for home, her mind full of everything she had seen and heard.

“Good night, Charlotte!” said Wilbur.

“Good night, Wilbur!”

There was a pause.

“Good night, Charlotte!”

“Good night, Wilbur!”

“Good night!”

“Good night!”
CLOSE READING

First Read: Get the Gist

• What’s the main idea?
• Can you summarize the text?
• What jumps out at you?
• What questions do you have?

Second Read: Dig a Little Deeper

• What text structures and text features were used?
• What is the author’s purpose?
• How does the author feel about the subject?
• Why did the author use particular words and phrases?

Third Read: Put it all Together

• What inferences can you make?
• How does the author support key points?
• How does this relate to other texts you’ve read?
• How does this relate to your life?
Thinking about the Text

Title

Interesting

Also interesting

Surprising

Confusing

A connection I can make:

a question I have:
Work Sessions # 4:

Informational Text
Female black widows are shiny black, with a red-orange hourglass pattern on their abdomen. Male black widows are not black, but brown or gray with small red spots.

Black widows are poisonous arachnids—animals that have a skeleton outside their body, a segmented body, and eight jointed legs. They are not insects. Their deadly poison is said to be 15 times stronger than rattlesnake venom.

Black widows use a silk-like substance to weave tangled-looking webs, typically close to the ground in covered or dark places, such as near drain pipes or under logs. The female hangs upside down in the web to await her prey, exposing her bright markings as a warning to potential predators.

The black widow senses vibrations to the web. When an unlucky intruder gets trapped, the spider immediately begins weaving its glue-like webbing around it. Insects such as flies, mosquitoes, or even larger prey like grasshoppers are typically caught. Once captured, the black widow injects its victims with poison, paralyzing them.
The tips of the black widow’s legs are coated with an oily substance that prevents the black widow from getting caught in its own web. Adult male and female black widows live solitary lives, meeting only to breed. The female black widow lays approximately 200 eggs. The eggs incubate for some 20 days in a small, round papery sac that’s attached to the mother’s web. After hatching, the baby spiders stay in the cocoon for up to one month.

Three species of poisonous North American spiders carry the common name black widow under the genus *Latrodectus*.

Each species occupies a distinct region of North America, as their names suggest: Eastern black widows (*L. mactans*), northern black widows (*L. variolus*), and western black widows (*L. hesperus*). These three species have very similar physical and behavioral characteristics. The name “black widow” comes from the female’s habit of eating the male after mating. The female black widow is approximately 1.5 inches (38 millimeters) long. The male is about half the female’s size. The black widow is prey for birds and other spiders.

Although poisonous, the black widow is not considered aggressive unless threatened. In fact, the male black widow is reclusive and hardly ever seen by humans. While the black widow’s poison is rarely fatal to humans, it can cause severe pain and nausea.

Taken from: http://kids.nationalgeographic.com/animals/black-widow/
Work Sessions # 5:

Independent Practice
Charlotte and Wilbur were alone. The families had gone to look for Fern. Templeton was asleep. Wilbur lay resting after the excitement and strain of the ceremony. His medal still hung from his neck; by looking out of the corner of his eye he could see it.

"Charlotte," said Wilbur after a while, "why are you so quiet?"

"I like to sit still," she said. "I've always been rather quiet."

"Yes, but you seem especially so today. Do you feel all right?"

"A little tired, perhaps. But I feel peaceful. Your success in the ring this morning was, to a small degree, any success. Your future is assured. You will live, secure and safe, Wilbur. Nothing can harm you now. These autumn days will shorten and grow cold. The leaves will shake loose from the trees and fall.

"Christmas will come, then the snows of winter. You will live to enjoy the beauty of the frozen world, for you mean a great deal to Zuckerman and he will not harm you, ever. Winter will pass, the days will lengthen, the ice will melt in the pasture pond. The song sparrow will return and sing, the frogs will awake, the warm wind will blow again. All these sights and sounds and smells will be yours to enjoy, Wilbur - this lovely world, these precious days ..."

Charlotte stopped. A moment later a tear came to Wilbur's eye. "Oh, Charlotte," he said. "To think that when I first met you I thought you were cruel and bloodthirsty!"

When he recovered from his emotion, he spoke again.
"Why did you do all this for me?" he asked. "I don't deserve it. I've never done anything for you."

"You have been my friend," replied Charlotte. That in itself is a tremendous thing. I wove my webs for you because I liked you. After all, what's a life, anyway? We're born, we live a little while, we die. A spider's life can't help being something of a mess, with all this trapping and eating flies. By helping you, perhaps I was trying to lift up my life a trifle. Heaven knows anyone's life can stand a little of that."

"Well," said Wilbur. "I'm no good at making speeches. I haven't got your gift for words. But you have saved me, Charlotte, and I would gladly give my life for you - I really would."

"I'm sure you would. And I thank you for your generous sentiments."

"Charlotte," said Wilbur. "We're all going home today. The Fair is almost over. Won't it be wonderful to be back home in the barn cellar again with the sheep and the geese? Aren't you anxious to get home?"
Thinking about the Text

Title____________________________________________________

Interesting

Also interesting

Surprising

Confusing

A connection I can make:

a question I have:

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Work Sessions # 6:

Writing Prompts
3rd Grade Writing Prompt

You have read the article “Save our Water!” and watched the video “Water Conservation Tips.” These sources describe why it is important to conserve water. Write an informative essay in which you explain what you can do to save water. Be sure to use evidence from both sources. Use correct spelling, capitalization, and punctuation in your essay.
Work Session # 8:

Scoring the PARCC Writing Tasks
3rd Grade Writing Prompt

You have read the article “Save our Water!” and watched the video “Water Conservation Tips.” These sources describe why it is important to conserve water. Write an informative essay in which you explain what you can do to save water. Be sure to use evidence from both sources. Use correct spelling, capitalization, and punctuation in your essay.
Save Our Water!

Did you know that kids can make a very important difference in saving the earth’s water? They can! But first off, why do we even need to save water?

Water is a natural resource that we get from the Earth. Without it, we would not be able to live! Imagine a world with no water at all. You wouldn’t be able to drink it, bathe, or swim! Without clean water, plants, animals, birds and ocean life would also be unable to live. Kids can help protect this resource. You make a huge difference simply by starting at home. To get an idea of how much water we could save if we all made a small effort, think about this. What if every person across the nation flushed their toilets one time less every day? Together they could save enough water to fill a lake as large as a mile wide and long and four feet in depth!

Now you know how important it is to help save water. Try some of the ideas below. Start doing your part to change our world!

Some Ways Kids Can Help to Save Water:

- When you wash your hands, don’t leave the water running. Wet your hands and turn the water off. Use soap and lather your hands well. Then turn the water on to rinse. Turn off the water and make sure it is off completely. Then dry your hands.
- Do the same when you brush your teeth. Turn the faucet on to get your toothbrush and toothpaste wet. Turn it on again to rinse your mouth and toothbrush. Don’t leave the water running while you’re brushing.
- Baths use a lot of water (about 37 gallons on average). Take short showers and use only about 20 gallons of water, instead.
- Do you have plants in your house? When vegetables or other fresh produce are washed, collect that water and use it to water the plants.
- Do you like a drink of cold water now and then? Keep a pitcher of water in the refrigerator. That way you don’t have to run the water to get it cold.
- Put a barrel outdoors to catch rain water. Then use that water for things like watering plants or flushing toilets. You can save hundreds of gallons of water a year!
• In the summertime, it’s fun to play under the lawn sprinkler. When you do, make sure it’s only when the lawn is being watered.
• Remind the others in your home, and your friends, not to leave any faucet running. Only use what is truly needed!
• Is there a leaky faucet or toilet in the bathroom at school? Be sure to let someone know so that it can be repaired.

Even if you do just one thing each day to contribute to your home’s water conservation, you’re doing the right thing!

Adapted from Water Conservation for Kids
TheWaterPage.com


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What can I do to save water? Lots of people waste gallons of water a day. Some people don’t even have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water. One good way to save water is leave buckets outside to fill up with rain. Take quick showers. bathes take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from there sink to get hot and cold. If you put a bucket in your sink when the bucket is full you can use that water for lots of things. When its winter take buckets of snow and melt it then you have buckets of water to use. When its summer if you have a squirt gun use water from a toy that has water in it. If there’s anything leaking water make sure to get it fixed right away. Don’t buy water in a plastic container because plastic palute the earth. Please Save Water.
This third-grade piece introduces the topic with a question and some context, explaining why we need to save water. Although still a bit “list-y,” the piece uses facts from the source (“bathes take at least 37 gallons of water”) and conveys ideas and information clearly, sometimes adding context or elaboration to clarify or to develop points. For example, rather than just instructing the reader to put a bucket in the sink, the writer explains that people often waste water waiting for it to get hot or cold and that, if saved, this water could be used “for lots of things.” Linking words and phrases (“so”, “one good way”, “if”, “when”) connect ideas within the piece. The conclusion, in the form of a request for action, is appropriate to purpose and audience. The slight digression toward the end (“Don't buy water in a plastic container”) could be addressed through revision if this piece were taken to a final draft.

Although both the introduction and conclusion urge us to save water, this is an informative/explanatory piece. The purpose of the writing is to explain how we can save water, not to try to convince us to do so. This topic is developed with facts and details about things we can do to save water, rather than with the reasons why we should do so. Effective pieces often combine elements from more than one genre.
Conserving Water

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will eventually run out of it. Then we will have to use and drink saltwater. It is extremly expensive to filter salt water. This why we need save water. What can you do to save water?

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more naturail. Recycled water also have good nutrients.

Another way you can save water is by getting an airating facet and shower head. These items use less water but make it feels the same because of more pressure. One more way you can save water is when you go in the sprinkelers in the summer, make sure it is in a spot where it is watering the lawn.

One ways my family saves water is by turning off the water when you brush your teeth. Water is the most important natural resorce of all
without water, we would die. If we ran out of water, as I said, we would
die. So if you think dieing is bad, try to conserve water as best you can.
# Research Simulation Task (RST) and Literary Analysis Task (LAT)

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Comprehension of Key Ideas and Details</strong></td>
<td>The student response demonstrates full comprehension by providing an accurate explanation/description/comparison and by referencing the texts explicitly.</td>
<td>The student response demonstrates comprehension by providing a mostly accurate explanation/description/comparison and by referencing the text(s) explicitly.</td>
<td>The student response demonstrates limited comprehension and may reference the text(s) explicitly.</td>
<td>The student response does not demonstrate comprehension of the text(s).</td>
</tr>
<tr>
<td><strong>Writing Written Expression</strong></td>
<td>The student response addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence;</td>
<td>The student response addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence;</td>
<td>The student response addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or</td>
<td>The student response is undeveloped and/or inappropriate to the task;</td>
</tr>
<tr>
<td></td>
<td>• consistently demonstrates purposeful and controlled organization;</td>
<td>• generally demonstrates purposeful and controlled organization</td>
<td>• demonstrates purposeful organization that sometimes is not controlled;</td>
<td>• demonstrates little or no organization;</td>
</tr>
<tr>
<td></td>
<td>• uses language to express ideas with clarity.</td>
<td>• uses language to express ideas with some clarity.</td>
<td>• uses language to express ideas with limited clarity.</td>
<td>• does not use language to express ideas with clarity.</td>
</tr>
<tr>
<td><strong>Writing Knowledge of Language and Conventions</strong></td>
<td>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
<td>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</td>
<td>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</td>
</tr>
</tbody>
</table>
## Narrative Task (NT)

<table>
<thead>
<tr>
<th>Construct Measured</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Writing Written Expression</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
<td>The student response</td>
</tr>
<tr>
<td></td>
<td>• is effectively developed with narrative elements and is consistently appropriate to the task;</td>
<td>• is developed with some narrative elements and is generally appropriate to the task;</td>
<td>• is minimally developed with few narrative elements and is limited in its appropriateness to the task;</td>
<td>• is undeveloped and/or inappropriate to the task;</td>
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<tr>
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<td>• consistently demonstrates purposeful and controlled organization;</td>
<td>• demonstrates purposeful and controlled organization;</td>
<td>• demonstrates purposeful organization that sometimes is not controlled;</td>
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<td>Writing Knowledge of Language and Conventions</td>
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**NOTE:**
- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.

**Coded Responses:**
- A=No response
- B=Response is unintelligible or undecipherable
- C=Response is not written in English
- D=Off-topic
- E=Refusal to respond
- F=Don’t understand/know

* This rubric is subject to further refinement based on research and study.
## Research Simulation Task (RST) and Literary Analysis Task (LAT)

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</thead>
<tbody>
<tr>
<td>Reading Comprehension of Key Ideas and Details</td>
<td>The student response demonstrates <strong>full comprehension</strong> of ideas stated explicitly and inferentially by providing an <strong>accurate</strong> analysis and supporting the analysis with <strong>effective</strong> textual evidence.</td>
<td>The student response demonstrates <strong>comprehension</strong> of ideas stated explicitly and/or inferentially by providing a <strong>mostly accurate</strong> analysis and supporting the analysis with <strong>adequate</strong> textual evidence.</td>
<td>The student response demonstrates <strong>limited comprehension</strong> of ideas by providing a <strong>minimally accurate</strong> analysis and supporting the analysis with <strong>limited</strong> textual evidence.</td>
<td>The student response demonstrates <strong>no comprehension</strong> of ideas by providing <strong>inaccurate or no</strong> analysis and <strong>little to no</strong> textual evidence.</td>
</tr>
<tr>
<td>Writing Written Expression</td>
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<td>The student response</td>
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<td>• addresses the prompt and provides <strong>effective</strong> development of the topic that is <strong>consistently appropriate</strong> to the task by using <strong>clear</strong> reasoning and <strong>relevant, text-based</strong> evidence;</td>
<td>• addresses the prompt and provides <strong>some</strong> development of the topic that is <strong>generally appropriate</strong> to the task by using reasoning and <strong>relevant, text-based</strong> evidence;</td>
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<td>• is <strong>undeveloped and/or inappropriate</strong> to the task;</td>
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<td>• demonstrates <strong>effective</strong> coherence, clarity, and cohesion appropriate to the task;</td>
<td>• demonstrates coherence, clarity, and cohesion appropriate to the task;</td>
<td>• demonstrates <strong>limited coherence</strong>, clarity, and/or cohesion appropriate to the task;</td>
<td>• lacks coherence, clarity, and cohesion;</td>
</tr>
<tr>
<td></td>
<td>• uses language <strong>effectively</strong> to clarify ideas, attending to the norms and conventions of the discipline.</td>
<td>• uses language to clarify ideas, attending to the norms and conventions of the discipline.</td>
<td>• uses language that demonstrates <strong>limited awareness</strong> of the norms of the discipline.</td>
<td>• uses language that demonstrates <strong>no clear awareness</strong> of the norms of the discipline.</td>
</tr>
<tr>
<td>Writing Knowledge of Language and Conventions</td>
<td>The student response to the prompt demonstrates <strong>full command</strong> of the conventions of standard English at an appropriate level of complexity. There may be a <strong>few minor errors</strong> in mechanics, grammar, and usage, but <strong>meaning is clear</strong>.</td>
<td>The student response to the prompt demonstrates <strong>some command</strong> of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that <strong>occasionally impede understanding</strong>, but the <strong>meaning is generally clear</strong>.</td>
<td>The student response to the prompt demonstrates <strong>limited command</strong> of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that <strong>often impede understanding</strong>.</td>
<td>The student response to the prompt demonstrates <strong>no command</strong> of the conventions of standard English. <strong>Frequent and varied errors</strong> in mechanics, grammar, and usage <strong>impede understanding</strong>.</td>
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<td>The student response is effectively developed with narrative elements and is consistently appropriate to the task;</td>
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<td>uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.</td>
<td>uses language to clarify ideas, attending to the norms and conventions of the discipline.</td>
<td>uses language that demonstrates limited awareness of the norms of the discipline.</td>
<td>use of language demonstrates no clear awareness of the norms of the discipline.</td>
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<td>Knowledge of Language and Conventions</td>
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Handouts

Diving Deep into the Mississippi CCR Standards for ELA

Grades 3-5
Grade 3 Model Content Framework

Reading Complex Texts
- 1 Extended Text
  - Literature
    - Myths/fables: 3–5
    - Science: 1–2
    - Social studies or arts: 1–2
- 5–9 Short Texts
  - Literature
    - Myths/fables: 3–5
    - Science: 1–2
    - Social studies or arts: 1–2

Writing to Texts
- Routine Writing
  - Develop & convey understanding
    - Focus on opinions
    - Convey experiences, events and/or procedures
- 2 Analyses
  - Develop & conveying understanding
    - Focus on informing & explaining
    - Convey experiences, events and/or procedures
- 1–2 Narratives
  - Develop & conveying understanding
    - Focus on informing & explaining
    - Convey experiences, events and/or procedures

Research Project
- 1 Research Project
  - Integrate knowledge from sources when composing

Modules
- A
  - Literature
    - Myths/fables: 3–5
    - Science: 1–2
    - Social studies or arts: 1–2
- B
  - Informational
    - Literature: 3–5
    - Science: 1–2
    - Social studies or arts: 1–2
- C
  - Literature
    - Literature: 3–5
    - Science: 1–2
    - Social studies or arts: 1–2
- D
  - Informational
    - Literature: 3–5
    - Science: 1–2
    - Social studies or arts: 1–2

For Reading and Writing in Each Module
- Cite evidence RL/RL.3.1
- Analyze content RL/RL.3.2–9, SL.3.2–3
- Study & apply grammar L.3.1–3, SL.3.6
- Study & apply vocabulary L.3.4–6
- Conduct discussions SL.3.1
- Report findings SL.3.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Reading: Foundational Skills
- Phonics & word recognition RF.3.2
- Fluency RF.3.4

Handout # 1
## Third Grade

### CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

<table>
<thead>
<tr>
<th>RL.3.3</th>
<th>Desired Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</strong></td>
<td><strong>A student should know (Prerequisite Knowledge)</strong>&lt;br&gt;- Authors include characters, setting, and important events in a story.&lt;br&gt;- Readers determine key ideas and supporting details from a text.&lt;br&gt;- Readers use key details to describe characters, settings, and major events.&lt;br&gt;- Readers describe how characters respond to events and challenges.</td>
</tr>
</tbody>
</table>

### KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Describe, explain, sequence, characters, traits, motivations, feelings, actions, plot, details, contribute
Mississippi CCR Standards for ELA

Grades 3-5
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.

*Please see “Research to Build and Present 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.

Note on range and content of student reading
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.
## 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:  
**Key Ideas and Details**
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

### Grade 1 students:
1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

### Grade 2 students:
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

### Craft and Structure
4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Grade 1 students:
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
6. Identify who is telling the story at various points in a text.

### Grade 2 students:
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. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Grade 1 students:
7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

### Grade 2 students:
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
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.
## Reading Standards for Literature K–5

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
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<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
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</tr>
<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>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.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>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.</td>
</tr>
<tr>
<td>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
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<td>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
<td>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).</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
</tr>
<tr>
<td>6. Distinguish their own point of view from that of the narrator or those of the characters.</td>
<td>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
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<td>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).</td>
<td>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.</td>
<td>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, folk tale, myth, poem).</td>
</tr>
<tr>
<td>8. (Not applicable to literature)</td>
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<td>8. (Not applicable to literature)</td>
</tr>
<tr>
<td>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).</td>
<td>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.</td>
<td>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Reading Standards for Informational Text K-5

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. With prompting and support, ask and answer questions about key details in a text.</td>
<td>1. Ask and answer questions about key details in a text.</td>
<td>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td>2. With prompting and support, identify the main topic and retell key details of a text.</td>
<td>2. Identify the main topic and retell key details of a text.</td>
<td>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</td>
</tr>
<tr>
<td>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>4. With prompting and support, ask and answer questions about unknown words in a text.</td>
<td>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
<td>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
</tr>
<tr>
<td>5. Identify the front cover, back cover, and title page of a book.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>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).</td>
<td>7. Use the illustrations and details in a text to describe its key ideas.</td>
<td>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
</tr>
<tr>
<td>8. With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td>8. Identify the reasons an author gives to support points in a text.</td>
<td>8. Describe how reasons support specific points the author makes in a text.</td>
</tr>
<tr>
<td>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).</td>
<td>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>9. Compare and contrast the most important points presented by two texts on the same topic.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
</tr>
<tr>
<td>10. Actively engage in group reading activities with purpose and understanding.</td>
<td>10. With prompting and support, read informational texts appropriately complex for grade 1.</td>
<td>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.</td>
</tr>
</tbody>
</table>
# Reading Standards for Informational Text K-5

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
</tr>
<tr>
<td>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>6. Distinguish their own point of view from that of the author of a text.</td>
<td>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
<td>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>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).</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
<td>8. Explain how an author uses reasons and evidence to support particular points in a text.</td>
<td>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).</td>
</tr>
<tr>
<td>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Reading Standards: Foundational 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.

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>a. Follow words from left to right, top to bottom, and page by page.</td>
<td>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</td>
</tr>
<tr>
<td>b. Recognize that spoken words are represented in written language by specific sequences of letters.</td>
<td></td>
</tr>
<tr>
<td>c. Understand that words are separated by spaces in print.</td>
<td></td>
</tr>
<tr>
<td>d. Recognize and name all upper- and lowercase letters of the alphabet.</td>
<td></td>
</tr>
</tbody>
</table>

**Phonological Awareness**

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
</tr>
<tr>
<td>a. Recognize and produce rhyming words.</td>
<td>a. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
</tr>
<tr>
<td>b. Count, pronounce, blend, and segment syllables in spoken words.</td>
<td>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
</tr>
<tr>
<td>c. Blend and segment onsets and rimes of single-syllable spoken words.</td>
<td>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
</tr>
<tr>
<td>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/.)</td>
<td>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</td>
</tr>
<tr>
<td>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td>
<td></td>
</tr>
</tbody>
</table>

*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.*

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics and Word Recognition</strong></td>
<td><strong>Phonics and Word Recognition</strong></td>
<td><strong>Phonics and Word Recognition</strong></td>
</tr>
<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>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.</td>
<td>a. Know the spelling-sound correspondences for common consonant digraphs.</td>
<td>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
</tr>
<tr>
<td>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</td>
<td>b. Decode regularly spelled one-syllable words.</td>
<td>b. Know spelling-sound correspondences for additional common vowel teams.</td>
</tr>
<tr>
<td>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</td>
<td>c. Know final -e and common vowel team conventions for representing long vowel sounds.</td>
<td>c. Decode regularly spelled two-syllable words with long vowels.</td>
</tr>
<tr>
<td>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td>
<td>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
<td>d. Decode words with common prefixes and suffixes.</td>
</tr>
<tr>
<td></td>
<td>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</td>
<td>e. Identify words with inconsistent but common spelling-sound correspondences.</td>
</tr>
<tr>
<td></td>
<td>f. Read words with inflectional endings.</td>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
</tr>
<tr>
<td></td>
<td>g. Recognize and read grade-appropriate irregularly spelled words.</td>
<td></td>
</tr>
</tbody>
</table>

**Fluency**

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Read emergent-reader texts with purpose and understanding.</td>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td></td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
</tr>
<tr>
<td></td>
<td>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
</tr>
<tr>
<td></td>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
</tbody>
</table>
Reading Standards: Foundational Skills (K–5)

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics and Word Recognition</td>
<td>Phonics and Word Recognition</td>
<td>Phonics and Word Recognition</td>
</tr>
<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>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.</td>
</tr>
<tr>
<td>b. Decode words with common Latin suffixes.</td>
<td>b. Decode words with common Latin suffixes.</td>
<td>b. Decode multisyllable words.</td>
</tr>
<tr>
<td>c. Decode multisyllable words.</td>
<td>c. Decode multisyllable words.</td>
<td>c. Decode multisyllable words.</td>
</tr>
<tr>
<td>d. Read grade-appropriate irregularly spelled words.</td>
<td>d. Read grade-appropriate irregularly spelled words.</td>
<td>d. Read grade-appropriate irregularly spelled words.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Fluency</td>
<td>Fluency</td>
</tr>
<tr>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
</tr>
<tr>
<td>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
</tr>
<tr>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
</tbody>
</table>
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.

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

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.
## 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.

### Writing Standards K–5

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergartners:</strong></td>
</tr>
<tr>
<td>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 ...).</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

### Production and Distribution of Writing

| 4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | 4. 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. | 4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | 5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | 5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

### Research to Build and Present Knowledge

| 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. (Begin grade 4) | 9. (Begin grade 4) | 9. (Begin grade 4) |

### Range of Writing

| 10. (Begin grade 3) | 10. (Begin grade 3) | 10. (Begin grade 3) |
Writing Standards K–5

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Grade 5 students:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   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 reasons that support the opinion, using facts, definitions, and other information and examples related to the topic.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., because, in contrast, especially).
   d. Provide a concluding statement or section. Use precise language and domain-specific vocabulary to inform about or explain the writer’s purpose.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   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. Develop the topic with facts, definitions, and other information using words and phrases (e.g., in contrast, especially).
   c. Use linking words and phrases (e.g., for instance, for example, because, also, in addition, in contrast, especially) to connect ideas.
   d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined situations.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters.
   b. Develop the situation and/or characters; organize an event sequence that unfolds naturally.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Grade 4 students:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   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 reasons that support the opinion, using facts, definitions, and other information and examples related to the topic.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., because, in contrast, especially).
   d. Provide a concluding statement or section. Use precise language and domain-specific vocabulary to inform about or explain the writer’s purpose.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   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. Develop the topic with facts, definitions, and other information using words and phrases (e.g., in contrast, especially).
   c. Use linking words and phrases (e.g., for instance, for example, because, also, in addition, in contrast, especially) to connect ideas.
   d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined situations.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters.
   b. Develop the situation and/or characters; organize an event sequence that unfolds naturally.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Grade 3 students:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   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 reasons that support the opinion, using facts, definitions, and other information and examples related to the topic.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., because, in contrast, especially).
   d. Provide a concluding statement or section. Use precise language and domain-specific vocabulary to inform about or explain the writer’s purpose.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   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. Develop the topic with facts, definitions, and other information using words and phrases (e.g., in contrast, especially).
   c. Use linking words and phrases (e.g., for instance, for example, because, also, in addition, in contrast, especially) to connect ideas.
   d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined situations.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters.
   b. Develop the situation and/or characters; organize an event sequence that unfolds naturally.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Grade 2 students:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   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 reasons that support the opinion, using facts, definitions, and other information and examples related to the topic.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., because, in contrast, especially).
   d. Provide a concluding statement or section. Use precise language and domain-specific vocabulary to inform about or explain the writer’s purpose.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   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. Develop the topic with facts, definitions, and other information using words and phrases (e.g., in contrast, especially).
   c. Use linking words and phrases (e.g., for instance, for example, because, also, in addition, in contrast, especially) to connect ideas.
   d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined situations.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters.
   b. Develop the situation and/or characters; organize an event sequence that unfolds naturally.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Grade 1 students:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   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 reasons that support the opinion, using facts, definitions, and other information and examples related to the topic.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., because, in contrast, especially).
   d. Provide a concluding statement or section. Use precise language and domain-specific vocabulary to inform about or explain the writer’s purpose.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   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. Develop the topic with facts, definitions, and other information using words and phrases (e.g., in contrast, especially).
   c. Use linking words and phrases (e.g., for instance, for example, because, also, in addition, in contrast, especially) to connect ideas.
   d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined situations.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters.
   b. Develop the situation and/or characters; organize an event sequence that unfolds naturally.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.
Writing Standards K-5

Grade 5 students:

1. With some guidance and support from adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 above.)

2. Use a variety of transition words, phrases, and clauses to connect ideas and signals shifts from one idea to another.

3. Usegrade 5 Reading standards 1–3 up to and including grade 5 on pages 28 and 29.)

4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., demonstrate command of the conventions of standard English grammar and usage when writing or speaking in grade 3 on pages 28 and 29.)

5. With guidance and support from adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 above.)

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; 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.

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Grade 4 students:

1. With guidance and support from adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 above.)

2. Use a variety of transition words, phrases, and clauses to connect ideas and signals shifts from one idea to another.

3. Usegrade 5 Reading standards 1–3 up to and including grade 5 on pages 28 and 29.)

4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., demonstrate command of the conventions of standard English grammar and usage when writing or speaking in grade 3 on pages 28 and 29.)

5. With guidance and support from adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 above.)

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; 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.

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Grade 3 students:

1. With guidance and support from adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 above.)

2. Use a variety of transition words, phrases, and clauses to connect ideas and signals shifts from one idea to another.

3. Usegrade 5 Reading standards 1–3 up to and including grade 5 on pages 28 and 29.)

4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., demonstrate command of the conventions of standard English grammar and usage when writing or speaking in grade 3 on pages 28 and 29.)

5. With guidance and support from adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 above.)

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; 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.

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Production and Distribution of Writing

Research to Build and Present Knowledge

Writing Standards K–5

1. Write routinely over extended time frames (time range of Writing

7. Conduct short research projects that build and present knowledge.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time range of Writing
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.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
**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.*

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Participate in collaborative conversations with diverse partners about <em>kindergarten topics and texts</em> with peers and adults in small and larger groups.</td>
<td>1. Participate in collaborative conversations with diverse partners about <em>grade 1 topics and texts</em> with peers and adults in small and larger groups.</td>
<td>1. Participate in collaborative conversations with diverse partners about <em>grade 2 topics and texts</em> with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
<td>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
<td>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).</td>
</tr>
<tr>
<td>b. Continue a conversation through multiple exchanges.</td>
<td>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</td>
<td>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</td>
</tr>
<tr>
<td></td>
<td>c. Ask questions to clear up any confusion about the topics and texts under discussion.</td>
<td>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</td>
</tr>
<tr>
<td>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.</td>
<td>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
<td>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
<td>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
<td>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
</tr>
<tr>
<td>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
<td>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.</td>
</tr>
<tr>
<td>6. Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</td>
<td>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 pages 26 and 27 for specific expectations.)</td>
</tr>
</tbody>
</table>
# Speaking and Listening Standards K–5

## Comprehension and Collaboration

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>b. 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).</td>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
</tr>
<tr>
<td>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
<td>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.</td>
<td>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
</tr>
<tr>
<td>d. Explain their own ideas and understanding in light of the discussion.</td>
<td>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
<td>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
</tr>
<tr>
<td>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.</td>
<td>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>3. Identify the reasons and evidence a speaker provides to support particular points.</td>
<td>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</td>
</tr>
</tbody>
</table>

## Presentation of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</td>
</tr>
<tr>
<td>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 pages 28 and 29 for specific expectations.)</td>
<td>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 on pages 28 and 29 for specific expectations.)</td>
<td>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 pages 28 and 29 for specific expectations.)</td>
</tr>
</tbody>
</table>
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.

Note on range and content of student language use
To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
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 understandings as they are applied in increasingly sophisticated writing and speaking. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied in increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Grade 1 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print all upper- and lowercase letters.
   b. Use common, proper, and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., She hops; We hop).
   d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everyone, nobody, no one).
   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, expand, and rearrange complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.
   c. Use commas in dates and to separate single words in a series.
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Grade 2 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., group).
   b. Form and use frequently occurring irregular plural nouns (e.g., cat, cats; child, children; tooth, teeth).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everyone, nobody, no one).
   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, expand, and rearrange complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   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, including beginning dictionaries, as needed to check and correct spellings.
# Language Standards K-5

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Language</strong></td>
<td><strong>Vocabulary Acquisition and Use</strong></td>
<td>****</td>
</tr>
</tbody>
</table>
| 3. (Begins in grade 2) | 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).  
   b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.  
   c. Compare formal and informal uses of English.  |
| | 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).  |
| 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.  |
| 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.  |
| 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).  |
## Language Standards K-5

### Conventions of Standard English

<table>
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<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
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</table>
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
   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. | **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
   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).* | **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
   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.  
   d. Recognize and correct inappropriate shifts in verb tense.*  
   e. Use correlative conjunctions (e.g., either/or, neither/nor). |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
   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. | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
   a. Use correct capitalization.  
   b. Use commas and quotation marks to mark direct speech and quotations from a text.  
   c. Use a comma before a coordinating conjunction in a compound sentence.  
   d. Spell grade-appropriate words correctly, consulting references as needed. | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
   a. Use punctuation 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 5 students:

Vocabulary Acquisition and Use

3. Use knowledge of language and its conventions when writing, speaking, reading, and listening.
   a. Choose words and phrases to convey ideas precisely.
   b. Choose punctuation for effect.
   c. Consult reference materials (e.g., dictionaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases.

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.*
   a. Use context (e.g., cause/effect relationships, comparison and contrast, prior knowledge) as clues 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., pre-heat, postcard).
   c. Consult reference materials (e.g., dictionaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of common idioms, adages, and proverbs.
   a. Use idiomatic expressions and adages, and their opposites, to better understand each of the words.
   b. Interpret figurative language, including similes and metaphors, in context.
   c. Distinguish among the literal and nonliteral meanings of words and phrases based on context (e.g., take steps to ensure that one is safe).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal noun, verb, adjective, or adverb (e.g., inshore, astound)."