

***ENGLISH LANGUAGE ARTS and
LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS***

**Common Core
Georgia
Performance
Standards
CCGPS**

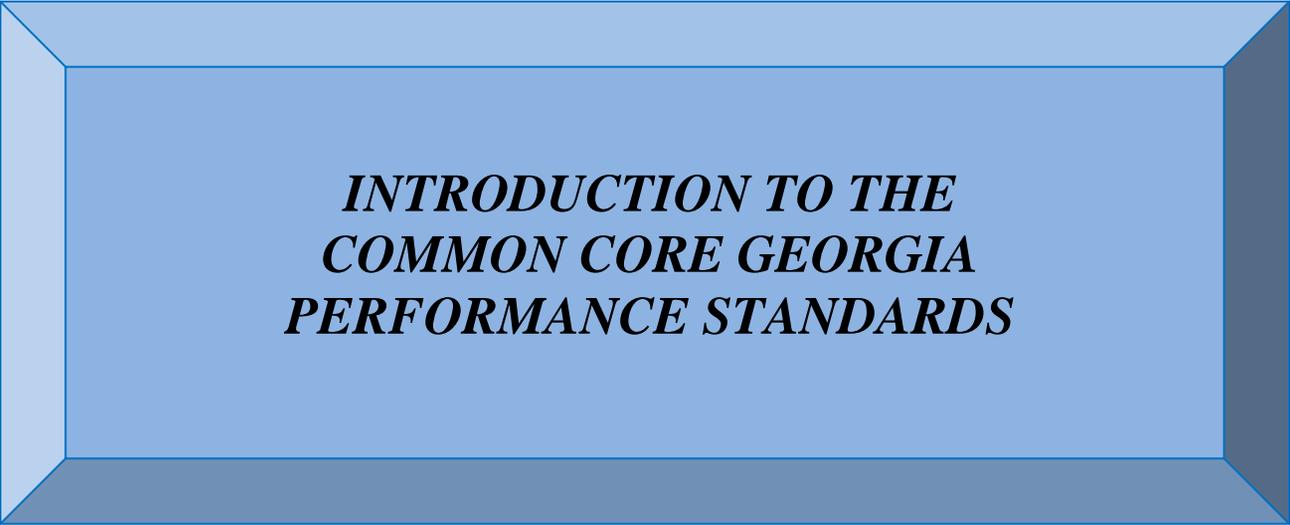


K-12 Educator Resource

***Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"***

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***INTRODUCTION TO THE
COMMON CORE GEORGIA
PERFORMANCE STANDARDS***

Georgia Department of Education

This Common Core Georgia Performance Standards Educator Resource is designed to provide teachers with clarification of the English Language Arts Common Core Georgia Performance Standards, including how they relate to and derive from the College and Career Readiness Anchor Standards and how the Literacy Standards for Social Studies/History, Science, and Technical Subjects are integrated into instruction. Included in this document are the three sets of standards in their entirety: CCR, ELA CCGPS, and Literacy CCGPS, along with detailed explication, research, and implementation guidance. The standards and associated resources were designed based on the input and collaboration of thousands of local and national language arts educators, with the Common Core Georgia Performance Standards evolving through a precision review process that spanned more than a year and involved the generous efforts of educators from nearly every county in the state. It is our hope that this document will serve not only as a handy daily resource for constructing curriculum, but also as a critical reference text that will assist users of the standards in building a strong, intrinsic familiarity with and enthusiasm for the scope and purpose of this promising initiative.

Introduction

As a natural outgrowth of meeting the charge to define college and career readiness, the standards lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and in digital format. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Towards Greater Focus and Coherence

The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.

Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives. Because the standards are building blocks for successful classrooms while recognizing that teachers, school districts, and states need to decide on appropriate curriculum, they intentionally do

not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and to give parents and students information about what to expect at the beginning of the year.

The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades. Research—both short, focused projects (such as those commonly required in the workplace) and longer term in-depth research—is emphasized throughout the standards but is most prominently in the writing strand since a written analysis and presentation of findings is so often critical.

The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media. An important focus of the speaking and listening standards is academic discussion in a one-on-one setting, a small-group setting, and a whole-class setting. Formal presentations are one important way such talk occurs, but more informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems are of equal importance.

The standards expect that students will grow their vocabularies through a mix of conversation, direct instruction, and reading. The standards ensure that students master how to determine word meanings, how to appreciate the nuances of words, and how to steadily expand their repertoire of words and phrases. The vocabulary skills prepare students for real life experiences in college and in 21st century careers. While the use of formal English in writing and speaking is an essential skill, students must also be able to make informed, skillful choices among the many ways to express themselves through language. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening. Likewise, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

To summarize, the CCGPS define the knowledge and skills students should master during their K-12 education so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations
- Are clear, understandable and consistent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Are informed by other top performing countries, so that all students are prepared to succeed in a global economy and society
- Are evidence based

Understanding English Language Arts Common Core

The Reading Standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

The Writing Standards acknowledge the writing process as well text types and purposes, research, and range of writing. Specifically, the first three Writing Standards identify the purposes of writing as opinion/argument, explanatory/informational, and narrative. Standards 4 through 6 provide guidance on the production and distribution of writing, including the writing process as well as using technology. Because of the centrality of writing to most forms of inquiry, Standard 7 references the importance of research followed and supported by Standard 8. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. The last Writing Standard provides the focus for how often, how long, and how specific the writing is which students produce.

The Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. Including but not limited to skills necessary for formal presentations, the Speaking and Listening Standards ensure that students gain adequate mastery of a range of skills and applications within this strand.

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.



***COLLEGE AND CAREER
READINESS ANCHOR STANDARDS***

What are the College and Career Readiness Anchor Standards (CCR)?

The College and Career Readiness Anchor Standards (CCR) anchor the Common Core Georgia Performance Standards in basic terms and define general, cross-disciplinary literacy expectations that must be met for students to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) CCGPS work in tandem to define college and career readiness - the former providing broad standards, the latter providing additional specificity.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR Standards. By emphasizing required achievements, the standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the standards do not mandate such things as a particular writing process or the full range of meta-cognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the standards.

An integrated Model of Literacy

Although the standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing Standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening Standard 4 sets the expectation that students will share findings from their research. Research and media skills are blended into the standards as a whole. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.

What Does College and Career Readiness Look Like?

Students demonstrate independence. They can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-

ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

Students build strong content knowledge. They establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

Students respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

Students comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

Students value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

Students use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Students come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS (CCR)



READING

➤ Key Ideas and Details

CCRR1: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRR2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRR3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

➤ Craft and Structure

CCRR4: 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.

CCRR5: 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.

CCRR6: Assess how point of view or purpose shapes the content and style of a text.

➤ Integration of Knowledge and Ideas

CCRR7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCRR8: 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.

CCRR9: 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

CCRR10: Read and comprehend complex literary and informational texts independently and proficiently.

CCR Note on the Range and Content of Student Reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images, the ability to evaluate intricate arguments, and the capacity to surmount the challenges posed by complex texts.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS

 WRITING
➤ Text Types and Purposes
CCW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCW3: 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
CCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCW5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCW6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
➤ Research to Build and Present Knowledge
CCW7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCW8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
➤ Range of Writing
CCW10: 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.

CCR Note on Range and Content of Student Writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, citing material accurately, reporting findings from their research, and analyzing sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under tight deadlines as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS



LISTENING AND SPEAKING

➤ Comprehension and Collaboration

CCRLS1: 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.

CCRLS2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRLS3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

➤ Presentation of Knowledge and Ideas

CCRLS4: 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.

CCRLS5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRLS6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCR Note on Range and Content of Student Speaking and Listening

To become college and career ready, 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—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

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. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS



LANGUAGE

➤ Language Conventions of Standard English

CCRL1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCRL2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

➤ Knowledge of Language

CCRL3: 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

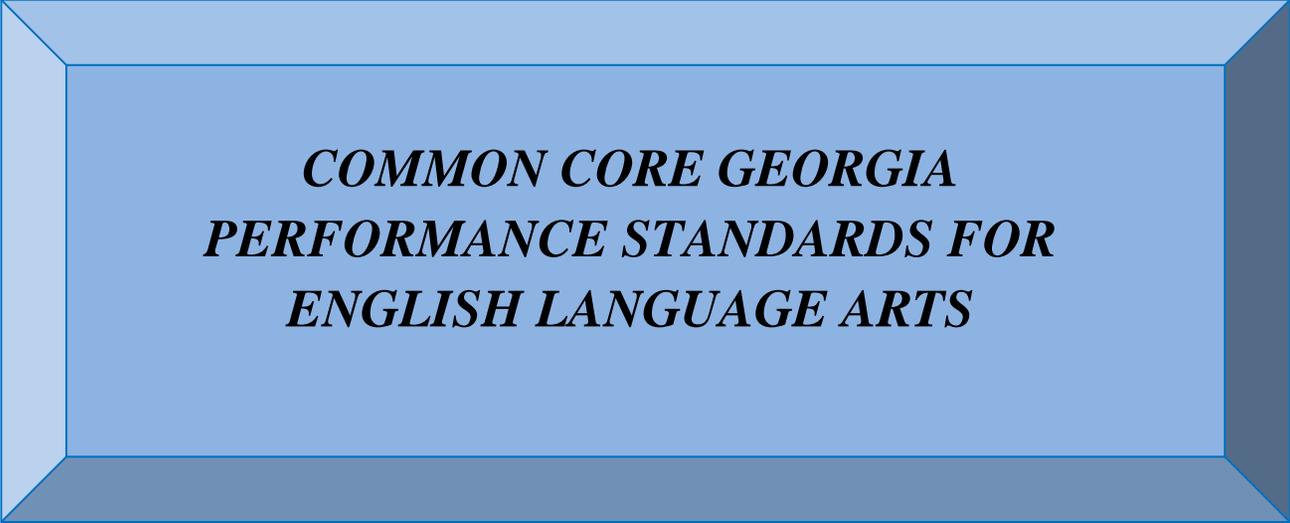
CCRL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCRL5: Demonstrate understanding of word relationships and nuances in word meanings.

CCRL6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCR Note on Range and Content of Student Language Use

To be college and career ready in language, students must have firm control over the conventions of Standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. 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.



***COMMON CORE GEORGIA
PERFORMANCE STANDARDS FOR
ENGLISH LANGUAGE ARTS***

Common Core Georgia Performance Standards by Grade Level

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 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.

How to Read the Grade Level Standards

Each grade-level section is divided into the following strands: Reading, Writing, Speaking and Listening, and Language. Specific to grades K-5 is an additional strand: Foundational Reading. Within the Reading strand, there are separate standards for literary text and informational text. All standards in all grade levels begin with ELACC (English Language Arts Common Core). The next identifier is a number representing the grade-level (or the letter K when referencing kindergarten.) Following this number is the strand identification: RL (Reading Literary), RI (Reading Informational), W (Writing), SL (Speaking and Listening), L (Language), and RF (Reading Foundational). The last identifier within the code is the number of the standard followed by a lower case letter when applicable. The following is an example of how to read the code for a standard: ELACC4RL3 (English Language Arts Common Core, 4th grade, Reading Literary, standard number 3).

Asterisked (*) Items

In grades 3 through 11, some items within the CCGPS Language strand have asterisks attached that will refer the reader to a footnote regarding the Language Progressive Skills matrix. This matrix can be found in this document on page 82 in the last section, "Resources and Appendices." The chart notes the skills that are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. For instance, students are required to ensure that nouns and verbs agree in number and tense in the third grade: "the girl runs" instead of "the girl run." In later grades however, this relatively simple basic concept will need to be revisited in relation to singular compound verbs, collective nouns, indefinite pronouns, and other grammatically complex questions of agreement.

Glossary of Key Terms

The terms defined below are words and phrases particularly important to the standards and that have a meaning unique to this document. CCSS refers to the main Common Core State Standards document.

Domain-specific words and phrases – Vocabulary specific to a particular field of study (domain), such as the human body; in the standards, *domain-specific words and phrases* are analogous to Tier Three words. (See the link to Common Core Appendix A in the "Resources and Appendices" section of this document for definitions of Tiers.)

Editing – A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text; see also *revising*, *rewriting*.

Emergent reader texts – Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also *rebus*.

Evidence – Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

Focused question – A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.

Formal English – See *Standard English*

General academic words and phrases – Vocabulary common to written texts but not commonly a part of speech; in the standards, *general academic words and phrases* are analogous to Tier Two words and phrases.

Independent(ly) – A student performance done without *scaffolding* from a teacher, other adult, or peer; in the standards, often paired with *proficient(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading Standards, the act of reading a text without scaffolding, as in an assessment; see also *proficient(ly)*, *scaffolding*.

More sustained research project – An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Point of view – Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.

Print or digital (texts, sources) – Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the standards are generally assumed to apply to both.

Proficient(ly) – A student performance that meets the criterion established in the standards as measured by a teacher or assessment; in the standards, often paired with *independent(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading Standards, the act of reading a text with comprehension; see also *independent(ly)*, *scaffolding*.

Rebus – A mode of expressing words and phrases by using pictures of objects whose names resemble those words.

Revising – A part of writing and preparing presentations concerned chiefly with reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting*.

Rewriting – A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising*.

Scaffolding – Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student’s capacity to perform the task on his or her own later on.

Short research project – An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.

Source – A text used largely for informational purposes, as in research.

Standard English – In the standards, the most widely accepted and understood form of expression in English in the United States; used in the standards to refer to formal English writing and speaking; the particular focus of Language Standards 1 and 2.

Technical subjects – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.

Text complexity – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

Text complexity band – A range of text difficulty corresponding to grade spans within the standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness).

Textual evidence – See *evidence*

With prompting and support/with (some) guidance and support – See *scaffolding*

Kindergarten through Grade 5

The K-5 Standards define what students should understand and be able to do by the end of each grade. Fundamentally, students in grades K through 5 are focused on developing comprehension strategies that will enable them to manipulate grade-level texts of appropriate complexity, and communicate effectively both in writing and in speaking. Students will begin to anchor their inquiries and responses firmly to the text, whether literary or informational, using increasingly specific and relevant evidence to support their claims and inferences. Students' analytical skills will extend to identifying main idea/theme, understanding character and plot development, and evaluating the impact of word choice. Additionally, students will identify structural elements in text such as scenes and chapters, distinguish narrative voice, understand the impact of aesthetic elements, and make logical connections. A key component of the CCGPS is the expectation of appropriate grade-level complexity in text choices. Complexity levels are assessed based upon a variety of indicators which may be examined in detail by following the link to Appendix A in the Common Core Appendices, found in the "Resources and Appendices" section of this document.

Grades 6 through 8

The 6-8 Standards define what students should understand and be able to do by the end of each grade. Instruction in grades 6-8 addresses students' increasing maturity and the growing sophistication of their abilities, culminating in the development by the end of grade 8 of students who are ready to succeed in high school. Students should be able to comprehend more challenging books and articles, basing all of their analyses, inferences, and claims on explicit and relevant evidence from the texts. Students will expand on their ability to identify central ideas by identifying how those themes are shaped and conveyed by particular details. Their analysis of basic literary elements will extend to identifying connections and complexities within narratives and how individual elements weave together to advance plot and reveal character. The evaluation of the impact of language on tone and meaning will begin to include more sophisticated concepts such as analogy and allusion, subtleties in point of view such as dramatic irony, and a more sophisticated appreciation for connotative diction. These skills will be incorporated into the students' own narrative and expository writing. Students will become increasingly adept at understanding an author's biases, the use of complex rhetorical devices including logical fallacies, and tailoring his or her own prose for maximum influence. While continuing with a variety of literary non-fiction, students in grades 6-8 will begin to tackle more technical informational texts as well. Literary selections will include foundational materials from mythology, cultural histories, and religious traditions. Complexity levels are assessed based upon a variety of indicators which may be examined in detail by following the link to Appendix A in the Common Core Appendices, found in the "Resources and Appendices" section of this document.

Grades 9 through 12

Because of the flexibility of English Language Arts course offerings at the high school level, the CCGPS for grades 9 through 12 is organized into grade bands comprised of 9-10 and 11-12. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. As students progress towards the successful culmination of their high school careers, they will consolidate and internalize all of the skills instilled through the full progression of the CCGPS. High school students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college-ready research papers of significant length in accordance with the guidelines of standard format styles such as APA and MLA. Students in high school will have built strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken word, digital media, film, dance, or fine art. Confident familiarity with important foundational documents from American history and from the development of literature over time will accrue before the end of grade 12. Students will graduate with the fully developed ability to communicate in multiple modes of discourse demonstrating a strong command of the rules of Standard English. Complexity levels are assessed based upon a variety of indicators which may be examined in detail by following the link to Appendix A in the Common Core Appendices, found in the “Resources and Appendices” section of this document.

KINDERGARTEN READING LITERARY (RL)	KINDERGARTEN READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.	ELACCKRI1: With prompting and support, ask and answer questions about key details in a text.
ELACCKRL2: With prompting and support, retell familiar stories, including key details.	ELACCKRI2: With prompting and support, identify the main topic and retell key details of a text.
ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.	ELACCKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.
➤ Craft and Structure	➤ Craft and Structure
ELACCKRL4: Ask and answer questions about unknown words in a text.	ELACCKRI4: With prompting and support, ask and answer questions about unknown words in a text.
ELACCKRL5: Recognize common types of texts (e.g., storybooks, poems).	ELACCKRI5: Identify the front cover, back cover, and title page of a book.
ELACCKRL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	ELACCKRI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACCKRL7: 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).	ELACCKRI7: 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).
ELACCKRL8: (Not applicable to literature)	ELACCKRI8: With prompting and support, identify the reasons an author gives to support points in a text.
ELACCKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELACCKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACCKRL10: Actively engage in group reading activities with purpose and understanding.	ELACCKRI10: Actively engage in group reading activities with purpose and understanding.

KINDERGARTEN READING FOUNDATIONAL (RF)

➤ Print Concepts

ELACCKRF1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page-by-page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

➤ Phonological Awareness

ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

➤ Phonics and Word Recognition

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.
- b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

➤ Fluency

ELACCKRF4: Read emergent-reader texts with purpose and understanding.

KINDERGARTEN WRITING (W)

➤ Text Types and Purposes

ELACCKW1: 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...*).

ELACCKW2: 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.

ELACCKW3: 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.

➤ Production and Distribution of Writing

ELACCKW4: *(Begins in grade 3)*

ELACCKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

ELACCKW6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

➤ Research to Build and Present Knowledge

ELACCKW7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

ELACCKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELACCKW9: *(Begins in grade 4)*

➤ Range of Writing

ELACCKW10: *(Begins in grade 3)*

KINDERGARTEN SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

b. Continue a conversation through multiple exchanges.

ELACCKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ELACCKSL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

➤ Presentation of Knowledge and Ideas

ELACCKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELACCKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELACCKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.

KINDERGARTEN LANGUAGE (L)

➤ Conventions of Standard English

ELACCKL1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) when speaking.
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

ELACCKL2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

➤ Knowledge of Language

ELACCKL3: (*begins in grade 2*)

➤ Vocabulary Acquisition and Use

ELACCKL4: 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* as 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.

ELACCKL5: 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.

ELACCKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

FIRST GRADE READING LITERARY (RL)	FIRST GRADE READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC1RL1: Ask and answer questions about key details in a text.	ELACC1RI1: Ask and answer questions about key details in a text.
ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	ELACC1RI2: Identify the main topic and retell key details of a text.
ELACC1RL3: Describe characters, settings, and major events in a story, using key details.	ELACC1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
➤ Craft and Structure	➤ Craft and Structure
ELACC1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELACC1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	ELACC1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.
ELACC1RL6: Identify who is telling the story at various points in a text.	ELACC1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.	ELACC1RI7: Use illustrations and details in a text to describe its key ideas.
ELACC1RL8: (Not applicable to literature)	ELACC1RI8: Identify the reasons an author gives to support points in a text.
ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.	ELACC1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	ELACC1RI10: With prompting and support, read informational texts appropriately complex for grade 1.

FIRST GRADE READING FOUNDATIONAL (RF)

➤ Print Concepts

ELACC1RF1: Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

➤ Phonological Awareness

ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

➤ Phonics and Word Recognition

ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

➤ Fluency

ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FIRST GRADE WRITING (W)

➤ Text Types and Purposes

ELACC1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELACC1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

➤ Production and Distribution of Writing

ELACC1W4: *(Begins in grade 3)*

ELACC1W5: 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.

a. May include oral or written prewriting (graphic organizers).

ELACC1W6: 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

ELACC1W7: Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

ELACC1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELACC1W9: *(Begins in grade 4)*

➤ Range of Writing

ELACC1W10: *(Begins in grade 3)*

FIRST GRADE SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

➤ Presentation of Knowledge and Ideas

ELACC1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELACC1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

FIRST GRADE LANGUAGE (L)

➤ Conventions of Standard English

ELACC1L1: 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., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.
- k. Prints with appropriate spacing between words and sentences.

ELACC1L2: 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.

➤ Knowledge of Language

ELACC1L3: (*Begins in 2nd grade*)

➤ Vocabulary Acquisition and Use

ELACC1L4: 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*).

ELACC1L5: 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.

ELACC1L6: 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., *I named my hamster Nibblet because she nibbles too much because she likes that*).

SECOND GRADE READING LITERARY (RL)	SECOND GRADE READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELACC2RI1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
ELACC2RL3: Describe how characters in a story respond to major events and challenges.	ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
➤ Craft and Structure	➤ Craft and Structure
ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	ELACC2RI5: 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.
ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	ELACC2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
ELACC2RL8: (Not applicable to literature)	ELACC2RI8: Describe how reasons support specific points the author makes in a text.
ELACC2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	ELACC2RI9: Compare and contrast the most important points presented by two texts on the same topic.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC2RL10: 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.	ELACC2RI10: By the end of the 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.

SECOND GRADE READING FOUNDATIONAL (RF)

➤ Print Concepts

Kindergarten and 1st grade only

➤ Phonological Awareness

Kindergarten and 1st grade only

➤ Phonics and Word Recognition

ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

➤ Fluency

ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SECOND GRADE WRITING (W)

➤ Text Types and Purposes

ELACC2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

ELACC2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

➤ Production and Distribution of Writing

ELACC2W4: *(Begins in grade 3)*

ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

a. May include prewriting.

ELACC2W6: 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

ELACC2W7: 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).

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELACC2W9: *(Begins in grade 4)*

➤ Range of Writing

ELACC2W10: *(Begins in grade 3)*

SECOND GRADE SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACC2SL1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELACC2SL3: 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.

➤ Presentation of Knowledge and Ideas

ELACC2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELACC2SL5: 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.

ELACC2SL6: 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 for specific expectations.)

SECOND GRADE LANGUAGE (L)

➤ Conventions of Standard English

ELACC2L1: 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., *feet, children, teeth, mice, fish*).

c. Use reflexive pronouns (e.g., *myself, ourselves*).

d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

g. Creates documents with legible handwriting.

ELACC2L2: 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.

➤ Knowledge of Language

ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

➤ Vocabulary Acquisition and Use

ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy or juicy*).

b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

ELACC2L6: 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*).

THIRD GRADE READING LITERARY (RL)	THIRD GRADE READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELACC3RL2: 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.	ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	ELACC3RI3: 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.
➤ Craft and Structure	➤ Craft and Structure
ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELACC3RL5: 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.	ELACC3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters.	ELACC3RI6: Distinguish their own point of view from that of the author of a text.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC3RL7: 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).	ELACC3RI7: 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).
ELACC3RL8: (Not applicable to literature)	ELACC3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ELACC3RL9: 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).	ELACC3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC3RL10: 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.	ELACC3RI10: 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.

THIRD GRADE READING FOUNDATIONAL (RF)

➤ **Print Concepts**

Kindergarten and 1st grade only

➤ **Phonological Awareness**

Kindergarten and 1st grade only

➤ **Phonics and Word Recognition**

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multi-syllable words.

d. Read grade-appropriate irregularly spelled words.

➤ **Fluency**

ELACC3RI4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THIRD GRADE WRITING (W)

➤ Text Types and Purposes

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

➤ Production and Distribution of Writing

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3.)

ELACC3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

➤ Research to Build and Present Knowledge

ELACC3W7: Conduct short research projects that build knowledge about a topic.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELACC3W9: *(Begins in grade 4)*

➤ Range of Writing

ELACC3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

THIRD GRADE SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACC3SL1: 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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELACC3SL2: 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.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

➤ Presentation of Knowledge and Ideas

ELACC3SL4: 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.

ELACC3SL5: 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.

ELACC3SL6: 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 for specific expectations.)

THIRD GRADE LANGUAGE (L)

➤ Conventions of Standard English

ELACC3L1: 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.
- j. Writes legibly in cursive.

ELACC3L2: 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.

➤ Knowledge of Language

ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.*
- b. Recognize and observe differences between the conventions of spoken and written Standard English.

➤ Vocabulary Acquisition and Use

ELACC3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ELACC3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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

ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Skills marked with an asterisk () are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

FOURTH GRADE READING LITERARY (RL)	FOURTH GRADE READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELACC4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	ELACC4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELACC4RL3: 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).	ELACC4RI3: 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.
➤ Craft and Structure	➤ Craft and Structure
ELACC4RL4: 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).	ELACC4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ELACC4RL5: 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.	ELACC4RI5: 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.
ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	ELACC4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC4RL7: 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.	ELACC4RI7: 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.
ELACC4RL8: (Not applicable to literature)	ELACC4RI8: Explain how an author uses reasons and evidence to support particular points in a text.
ELACC4RL9: 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.	ELACC4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC4RL10: 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.	ELACC4RI10: By the end of the 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.

FOURTH GRADE READING FOUNDATIONAL (RF)

➤ **Print Concepts**

Kindergarten and 1st grade only

➤ **Phonological Awareness**

Kindergarten and 1st grade only

➤ **Phonics and Word Recognition**

ELACC4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

➤ **Fluency**

ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FOURTH GRADE WRITING (W)

➤ Text Types and Purposes

ELACC4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

➤ Production and Distribution of Writing

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.)

ELACC4W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

➤ Research to Build and Present Knowledge

ELACC4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ELACC4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 4 Reading Standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
- Apply grade 4 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

➤ Range of Writing

ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOURTH GRADE SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACC4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

ELACC4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC4SL3: Identify the reasons and evidence a speaker provides to support particular points.

➤ Presentation of Knowledge and Ideas

ELACC4SL4: 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.

ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELACC4SL6: 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 Standard 1 for specific expectations.)

FOURTH GRADE LANGUAGE (L)

➤ Conventions of Standard English

ELACC4L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb aspects.
- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- Correctly use frequently confused words (e.g., *to, too, two; there, their*)*.

h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.

ELACC4L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

➤ Knowledge of Language

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.*
- Choose punctuation for effect.*
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

➤ Vocabulary Acquisition and Use

ELACC4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELACC4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Skills marked with an asterisk () are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

FIFTH GRADE READING LITERARY (RL)	FIFTH GRADE READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC5RL2: 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.	ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELACC5RL3: 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).	ELACC5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
➤ Craft and Structure	➤ Craft and Structure
ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELACC5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	ELACC5RI5: 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.
ELACC5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described.	ELACC5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	ELACC5RI7: 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.
ELACC5RL8: (Not applicable to literature)	ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC5RL10: 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.	ELACC5RI10: 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.

FIFTH GRADE READING FOUNDATIONAL (RF)

➤ **Print Concepts**

Kindergarten and 1st grade only

➤ **Phonological Awareness**

Kindergarten and 1st grade only

➤ **Phonics and Word Recognition**

ELACC5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

➤ **Fluency**

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FIFTH GRADE WRITING (W)

➤ Text Types and Purposes

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- 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.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

➤ Production and Distribution of Writing

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

ELACC5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

➤ Research to Build and Present Knowledge

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELACC5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 5 Reading Standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- Apply *grade 5 Reading Standards* to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

➤ Range of Writing

ELACC5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FIFTH GRADE SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACC5SL1: 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.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

➤ Presentation of Knowledge and Ideas

ELACC5SL4: 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.

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC5SL6: 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 for specific expectations.)

FIFTH GRADE LANGUAGE (L)

➤ Conventions of Standard English

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects.
- Use verb tense and aspect to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense and aspect.*
- Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Use punctuation to separate items in a series.*
- Use a comma to separate an introductory element from the rest of the sentence.
- 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?*).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

➤ Knowledge of Language

ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

➤ Vocabulary Acquisition and Use

ELACC5L4: 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.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Skills marked with an asterisk () are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

SIXTH GRADE READING LITERARY (RL)	SIXTH GRADE READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC6RL2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	ELACC6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELACC6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.	ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
➤ Craft and Structure	➤ Craft and Structure
ELACC6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	ELACC6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ELACC6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	ELACC6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.	ELACC6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	ELACC6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
ELACC6RL8: (Not applicable to literature)	ELACC6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	ELACC6RI9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELACC6RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SIXTH GRADE WRITING (W)

➤ Text Types and Purposes

ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

ELACC6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

➤ Production and Distribution of Writing

ELACC6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 6.)

ELACC6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

➤ Research to Build and Present Knowledge

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

➤ Range of Writing

ELACC6W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SIXTH GRADE SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

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

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

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELACC6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

➤ Presentation of Knowledge and Ideas

ELACC6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELACC6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)

SIXTH GRADE LANGUAGE (L)

➤ Conventions of Standard English

ELACC6L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

b. Use intensive pronouns (e.g., *myself, ourselves*).

c. Recognize and correct inappropriate shifts in pronoun number and person.*

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

ELACC6L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

b. Spell correctly.

➤ Knowledge of Language

ELACC6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning, reader/listener interest, and style.*

b. Maintain consistency in style and tone.*

➤ Vocabulary Acquisition and Use

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., personification) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, un wasteful, thrifty*).

ELACC6L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills marked with an asterisk () are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

SEVENTH GRADE READING LITERARY (RL)	SEVENTH GRADE READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).	ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
➤ Craft and Structure	➤ Craft and Structure
ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	ELACC7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
ELACC7RL5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	ELACC7RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	ELACC7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	ELACC7RI7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
ELACC7RL8: (Not applicable to literature)	ELACC7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELACC7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.	ELACC7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELACC7RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SEVENTH GRADE WRITING (W)

➤ Text Types and Purposes

ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELACC7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

➤ Production and Distribution of Writing

ELACC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 7.)

ELACC7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

➤ Research to Build and Present Knowledge

ELACC7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELACC7W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Range of Writing

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SEVENTH GRADE SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

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

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

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

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

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACC7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

➤ Presentation of Knowledge and Ideas

ELACC7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELACC7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)

SEVENTH GRADE LANGUAGE (L)

➤ Conventions of Standard English

ELACC7L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

ELACC7L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- b. Spell correctly.

➤ Knowledge of Language

ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

➤ Vocabulary Acquisition and Use

ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

ELACC7L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills marked with an asterisk () are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

EIGHTH GRADE READING LITERARY (RL)	EIGHTH GRADE READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC8RL2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	ELACC8RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
➤ Craft and Structure	➤ Craft and Structure
ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	ELACC8RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELACC8RL5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	ELACC8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	ELACC8RI6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC8RL7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
ELACC8RL8: (Not applicable to literature)	ELACC8RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELACC8RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	ELACC8RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC8RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently	ELACC8RI10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

EIGHTH GRADE WRITING (W)**➤ Text Types and Purposes****ELACC8W1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

➤ Production and Distribution of Writing**ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)**ELACC8W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)**ELACC8W6:** Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.**➤ Research to Build and Present Knowledge****ELACC8W7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**ELACC8W8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

➤ Range of Writing**ELACC8W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EIGHTH GRADE SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.

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

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

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

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

ELACC8SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELACC8SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

➤ Presentation of Knowledge and Ideas

ELACC8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)

EIGHTH GRADE LANGUAGE (L)

➤ Conventions of Standard English

ELACC8L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*

ELACC8L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

➤ Knowledge of Language

ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

➤ Vocabulary Acquisition and Use

ELACC8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g. verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

ELACC8L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills marked with an asterisk () are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

READING LITERARY (RL) GRADES NINE/TEN	READING INFORMATIONAL (RI) GRADES NINE/TEN
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	ELACC9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
➤ Craft and Structure	➤ Craft and Structure
ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)	ELACC9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELACC9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	ELACC9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELACC9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	ELACC9-10RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée de Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	ELACC9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.
ELACC9-10RL8: (Not applicable to literature)	ELACC9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
ELACC9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	ELACC9-10RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC9-10RL10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELACC9-10RI10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.

WRITING (W) GRADES NINE/TEN**➤ Text Types and Purposes****ELACC9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

➤ Production and Distribution of Writing**ELACC9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)**ELACC9-10W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 9–10.)**ELACC9-10W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**➤ Research to Build and Present Knowledge****ELACC9-10W7:** Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**ELACC9-10W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**ELACC9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9–10 Reading Standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply *grades 9–10 Reading Standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

➤ Range of Writing**ELACC9-10W10:** 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.

SPEAKING AND LISTENING (SL) GRADES NINE/TEN

➤ Comprehension and Collaboration

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

➤ Presentation of Knowledge and Ideas

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 for specific expectations.)

LANGUAGE (L) GRADES NINE/TEN

➤ Conventions of Standard English

ELACC9-10L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELACC9-10L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

➤ Knowledge of Language

ELACC9-10L3: 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.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

➤ Vocabulary Acquisition and Use

ELACC9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

ELACC9-10L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills marked with an asterisk () are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

READING LITERARY (RL) GRADES ELEVEN/TWELVE	READING INFORMATIONAL (RI) GRADES ELEVEN/TWELVE
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
ELACC11-12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	ELACC11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
➤ Craft and Structure	➤ Craft and Structure
ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
ELACC11-12RL5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	ELACC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	ELACC11-12RI6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)	ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELACC11-12RL8: (Not applicable to literature)	ELACC11-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses.)
ELACC11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	ELACC11-12RI9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.	ELACC11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

WRITING (W) GRADES ELEVEN/TWELVE**➤ Text Types and Purposes**

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

➤ Production and Distribution of Writing

ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 11–12.)

ELACC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

➤ Research to Build and Present Knowledge

ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11–12 Reading Standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading Standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

➤ Range of Writing

LACC11-12W10: 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.

SPEAKING AND LISTENING (SL) GRADES ELEVEN/TWELVE

➤ Comprehension and Collaboration

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

➤ Presentation of Knowledge and Ideas

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)

LANGUAGE (L) GRADES ELEVEN/TWELVE

➤ **Conventions of Standard English**

ELACC11-12L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed.

ELACC11-12L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

➤ **Knowledge of Language**

ELACC11-12L3: 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.

a. Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

➤ **Vocabulary Acquisition and Use**

ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

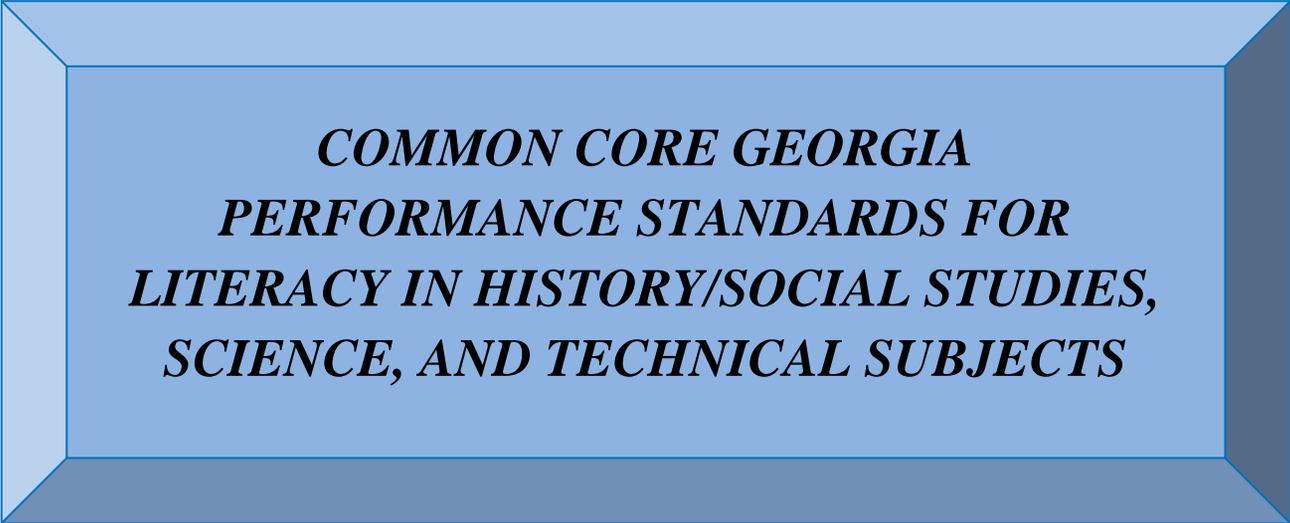
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



***COMMON CORE GEORGIA
PERFORMANCE STANDARDS FOR
LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS***

Shared Responsibility for Students' Literacy Development

The Common Core Georgia Performance Standards emphasize a shared responsibility for students' literacy development. The standards insist that instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school. The K–5 Standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 Standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well. Part of the motivation behind the interdisciplinary approach to literacy promulgated by the standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding. The addition of specific Literacy Standards for content areas beyond the language arts classroom is designed to address and ensure this critical interdisciplinary approach.

About the Standards

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading Standards are meant to complement the specific content demands of the disciplines, not replace them.

Writing is a key means of asserting and defending claims for students, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADES 6-8	READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (RST) GRADES 6-8
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.	ELACC6-8RST1: Cite specific textual evidence to support analysis of science and technical texts.
ELACC6-8RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	ELACC6-8RST2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
ELACC6-8RH3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	ELACC6-8RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
➤ Craft and Structure	➤ Craft and Structure
ELACC6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	ELACC6-8RST4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .
ELACC6-8RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally).	ELACC6-8RST5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
ELACC6-8RH6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	ELACC6-8RST6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	ELACC6-8RST7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
ELACC6-8RH8: Distinguish among fact, opinion, and reasoned judgment in a text.	ELACC6-8RST8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
ELACC6-8RH9: Analyze the relationship between a primary and secondary source on the same topic.	ELACC6-8RST9: Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
LITCC6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	ELACC6-8RST10: By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)

➤ Text Types and Purposes

ELACC6-8WHST1: Write arguments focused on *discipline-specific content*.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

ELACC6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELACC6-8WHST3: (See note; not applicable as a separate requirement)

➤ Production and Distribution of Writing

ELACC6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELACC6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

➤ Research to Build and Present Knowledge

ELACC6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

ELACC6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELACC6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ Range of Writing

ELACC6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 9-10	READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (RST) GRADE 9-10
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC9-10RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	ELACC9-10RST1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
ELACC9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	ELACC9-10RST2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
ELACC9-10RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	ELACC9-10RST3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
➤ Craft and Structure	➤ Craft and Structure
ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	ELACC9-10RST4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .
ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	ELACC9-10RST5: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).
ELACC9-10RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	ELACC9-10RST6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC9-10RH7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	ELACC9-10RST7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
ELACC9-10RH8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.	ELACC9-10RST8: Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
ELACC9-10RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.	ELACC9-10RST9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC9-10RH10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	ELACC9-10RST10: By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)

➤ Text Types and Purposes

ELACC9-10WHST1: Write arguments focused on *discipline-specific content*.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

ELACC9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELACC9-10WHST3: (See note; not applicable as a separate requirement)

➤ Production and Distribution of Writing

ELACC9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELACC9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

➤ Research to Build and Present Knowledge

ELACC9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

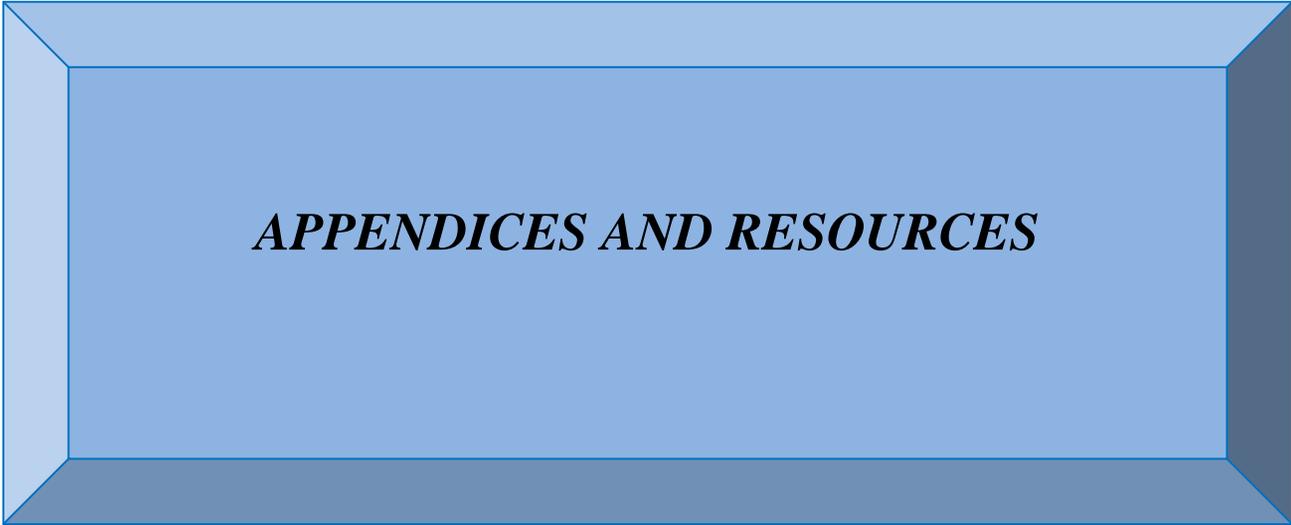
ELACC9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ Range of Writing

ELACC9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 11-12	READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (RST) GRADE 11-12
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC11-12RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	ELACC11-12RST1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
ELACC11-12RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	ELACC11-12RST2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ELACC11-12RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	ELACC11-12RST3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
➤ Craft and Structure	➤ Craft and Structure
ELACC11-12RH4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	ELACC11-12RST4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>
ELACC11-12RH5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	ELACC11-12RST5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
ELACC11-12RH6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	ELACC11-12RST6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC11-12RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	ELACC11-12RST7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
ELACC11-12RH8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information	ELACC11-12RST8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
ELACC11-12RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	ELACC11-12RST9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC11-12RH10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently	ELACC11-12RST10: By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)
➤ Text Types and Purposes
ELACC11-12WHST1: Write arguments focused on <i>discipline-specific content</i> .
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.
ELACC11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELACC11-12WHST3: (See note; not applicable as a separate requirement)
➤ Production and Distribution of Writing
ELACC11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELACC11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ELACC11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
➤ Research to Build and Present Knowledge
ELACC11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELACC11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
ELACC11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
➤ Range of Writing
ELACC11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



APPENDICES AND RESOURCES

Language Progressive Skills

In the “Common Core Georgia Performance Standards for English Language Arts” section of this document (page 17) the concept of “Language Progressive Skills” within Common Core was introduced and readers were referred to this section for further clarification. On the next page the chart containing the matrix of Language Progressive Skills is provided. To reiterate, the chart exists to delineate language skills that, while remaining unchanged in definition and concept, are expected to grow in complexity as students progress through the grades. In practice, the targeted skills will require instructional attention in grade levels beyond those grades wherein they appear in the standards, and therefore should be considered as an auxiliary standard for all grades highlighted on the chart.

Language Progressive Skills include 18 standards that appear (each identified with an asterisk in the standards document) beginning in grade 3 and ending in grade 10. The chart indicates the number of grade progressions through which this standard should continue to be taught beyond the grade in which it first appears. For example, Language Standard ELACC3L4a, “choose words and phrases to convey ideas precisely,” appears for the first time in grade 4, and is recommended for continued explicit instruction through grade 6, at which point it is subsumed by a more sophisticated standard regarding word choice. Teachers will use their own judgment and experience to define for themselves what instruction on precision in word choice might include in grades 5 and 6, but should take under advisement the recommendation from the Common Core guidelines that this skill should indeed continue to have a place in instruction. Because the Language Progressive Skills do not appear repeatedly throughout grade-level standards, it is important that educators make themselves familiar with the matrix on this chart in order to know which skills are assumed to be included at their level of progression but which may not be explicit in their grade-level standards.

Note: the chart on the following page refers to standards by item and grade level only, placing grade level before the standard number without including the “ELACC” portion of the designation. Therefore, the standard labeled “L.3.1.f.” refers to ELACC Language Standard number 1, part f, for grade 3, or “ELACC3L1f.”

Language Progressive Skills, by Grade

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

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a. Use parallel structure.								

*Subsumed by L.7.3a

‡Subsumed by L.9-10.1a

‡Subsumed by L.11-12.3a

About the Common Core Appendices

Crucial to the Common Core State Standards Initiative documentation are the Language Arts Appendices A, B, and C, which provide extremely useful information on understanding and implementing the standards in practice. While most educators have had ample opportunity to read, provide feedback on, and understand the CCGPS themselves, exemplars of student work and other explications that support the transition from theory to practice have been less available. As we implement the standards, end users will benefit from reading and understanding the scaffolding available in the Appendices.

How to Use the Appendices

Appendix A: Research Supporting Key Elements of the Standards and a Glossary of Terms

Key Element One – Text Complexity: Appendix A provides an overview of the extensive research behind each language arts standard in Common Core, and a glossary of terms used throughout the standards (the glossary also appears in this document on pages 18-21). Appendix A begins with an in-depth examination of text complexity, why it features prominently in Common Core, and how it can be determined. Because appropriate grade level text complexity is arguably the most important underlying principal in the standards, it is crucial that educators know and understand how to choose texts that meet all the criteria implicit in the terms “complex” and “rigorous.” Clearly, what one reader (or educator) may deem a “difficult” text, another reader may deem otherwise. It is of unparalleled importance, then, that those charged with implementing the CCGPS all have a shared understanding of exactly what they expect to find in a literary or informational text for every level of progression. To ensure a common understanding, the explication and rationale regarding text choice is followed by several examples of appropriate texts with annotations tying their qualities to the determiners outlined in the rationale. These tools should be the focus of some study in departmental and grade level planning meetings as the standards integrate themselves into your daily practice.

Key Element Two – Foundational Reading Skills: The second focus of Appendix A is foundational reading skills instruction. These easy-to-read guides provide a specific overview of expectations for instruction in phoneme-grapheme correspondences, vowels, phonological awareness, orthography, syllable patterns, and derivational suffixes. Educators will find it useful to compare their expectations and resources with those of Common Core to ensure a coherent and uniform instructional focus across user groups. These resources become an important touchstone given the emphasis of Common Core on shifting the right and responsibility of curriculum development onto the experts: the educators.

Key Element Three – Writing: Appendix A provides an in-depth discussion of what precisely is expected in the three text types emphasized by the standards (Argument, Informational/Expository, and Narrative), and an overview of the most current research on text trends in college and career contexts. Especially useful are the sections providing guidance on how to treat blended text types and the profound importance the power of persuasion and rhetoric in the modern world.

Key Element Four – Speaking and Listening: As a precursor to written language, the importance of oral language skills cannot be overestimated. Research shows that a student’s oral language proficiency upon entering Kindergarten is an accurate predictor of their written language skills as late as grade 4. Special attention is given in this section to the role of Read Aloud activities in the lower grades, as well as to the increasing importance of speaking and listening skills as they relate to the ubiquitous presence of media in our lives, providing a contextual framework for educators to implement the Common Core SL Standards.

Key Element Five – Language and Vocabulary: Common Core takes a modern and in many ways unprecedented approach to language instruction, making this key element exploration in Appendix A invaluable to users of the standards. The Appendix makes clear where and how language elements are embedded within other ELA strands and summarizes enlightening research on how language skills develop over time. Further clarification on the Progressive Language Skills (outlined earlier in this section) can also be found in this Key Element. Common Core’s unique approach to vocabulary as the “interface between thought and communication” is usefully outlined here along with an explanation of the concept of “Tier One, Two and Three Words” that is necessary to interpretation of the standards.

Glossary of Key Terms – these are terms used throughout the standards document that may be unique to this document or may have a contextual meaning specific to this document. These terms are necessary to the successful application of the standards by educators.

Appendix B: Text Exemplars and Sample Performance Tasks

Appendix B illustrates for users what the standards will look like in practice. Included are text examples that exemplify the complexity, quality, and range expected across grade levels. The text exemplars are supplemented by brief performance tasks that further clarify the meaning of the standards. These sample tasks illustrate specifically the application of the standards to appropriate texts. Relevant Reading Standards are noted in brackets following each task, and the words in italics in the task reflect the wording of the reading standard itself.

Each grade band’s exemplars are divided into text types matching those required in the standards for a given grade. For example, grade 1 exemplars are separated into stories, poetry, and informational texts; grade 6 exemplars are divided into ELA, history/social studies, science, mathematics, and technical subjects with ELA further divided into stories, drama, poetry, and informational texts. Each example contains citations for ease of reference, and sample performance tasks are provided for each text. The performance tasks and student work samples provide an effective bridge from theory to practice for the Common Core Standards.

Appendix C: Samples of Student Writing

Appendix C illustrates student work that meets the criteria of the Common Core Standards for all three styles of writing in every grade. This material can be used by educators in a number of ways, not least of which is to determine a common bar of expectations and in the development of performance indicators and rubrics. Most samples contain information about the circumstances of the writing including whether it was

homework, class work, quickwrite or sustained and edited project. The samples will also assist educators in determining how opinions and argument can begin to be integrated in the lower grades.

The Appendices may be viewed or downloaded in their entirety from the following web address:

Appendix A - Research Supporting Key Elements of the Standards, Glossary of Key Terms

http://www.corestandards.org/assets/Appendix_A.pdf

Appendix B - Text Exemplars and Sample Performance Tasks

http://www.corestandards.org/assets/Appendix_B.pdf

Appendix C: Samples of Student Writing

http://www.corestandards.org/assets/Appendix_C.pdf

Resources and Contacts

Your English Language Arts staff at the Georgia Department of Education:

Kim Jeffcoat, Program Coordinator: kjeffcoat@doe.k12.ga.us

Andria Bunner, Program Specialist, Elementary: abunner@doe.k2.ga.us

Susan Jacobs, Program Specialist, Middle and High: sjacobs@doek.12.ga.us

Sallie Mills, Program Specialist, Pre-K and Elementary: smills@doe.k12.ga.us

Your DOE ELA online resources:

For information on the Common Core Georgia Performance Standards: <http://www.gadoe.org/CCGPS.aspx>

English Language Arts home page: http://public.doe.k12.ga.us/ci_services.aspx?PageReq=CIServEnglish

Access to Galileo, Express, Learning Village, and other DOE resources: <https://www.georgiastandards.org/Pages/default.aspx>

Unit Frameworks, Lesson Plans, Sample Tasks: <https://www.georgiastandards.org/Frameworks/pages/BrowseFrameworks/ela.aspx>