



*Grades K-12*  
*MS-CCRS*  
*English Language Arts*  
*Vertical Progression Document*

*Reading Literature*  
*Reading Informational Text*  
*Literacy in History and Social Studies*  
*Literacy in Science and Technical Subjects*

# 2019 Mississippi College- and Career-Readiness Standards Vertical Progression Guide For English Language Arts

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## **INTRODUCTION**

### **Mission Statement**

The Mississippi Department of Education is dedicated to student success including the improvement of student achievement in English Language Arts in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

### **Purpose**

The primary purpose of the Vertical Progression Document for ELA is to provide teachers with a visual representation of alignment with the standards. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the standards based on grade bands. The Vertical Progression aims to extend what the MS CCRS give us and allows teachers to see what students learned in past years as well as what they will be learning in the future. The highlighted sections of each standard indicate new skills for that standard/year. The Vertical Progression Document will allow for more comprehensive planning of instruction and alignment of grade to grade planning.

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Reading Literature  
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**Grades K-12**

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Grade-Specific Standards for Reading <b>Standard 1</b>				
	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.

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Grade-Specific Standards for Reading <b>Standard 2</b>				
	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	With prompting and support, retell familiar stories, including key details.	With prompting and support, identify the main topic and retell key details of a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify the main topic and retell key details of a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	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.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	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.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.

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Grade-Specific Standards for Reading <b>Standard 3</b>				
	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	With prompting and support, identify characters, settings, and major events in a story.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Describe characters, settings, and major events in a story, using key details.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	Describe how characters in a story respond to major events and challenges.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	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).	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	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).	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.



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Grade-Specific Standards for Reading <b>Standard 4</b>				
	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	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).	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Embedded within the K-5 standards.	Embedded within the K-5 standards.

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Grade-Specific Standards for Reading <b>Standard 5</b>				
	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Recognize common types of texts (e.g., storybooks, poems).	Identify the front cover, back cover, and title page of a book.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	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.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	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.	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.

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Grade-Specific Standards for Reading <b>Standard 6</b>				
	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Identify who is telling the story at various points in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	Distinguish their own point of view from that of the narrator or those of the characters.	Distinguish their own point of view from that of the author of a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	Describe how a narrator's or speaker's point of view influences how events are described.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Embedded within the K-5 standards.	Embedded within the K-5 standards.

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Grade-Specific Standards for Reading <b>Standard 7</b>				
	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	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).	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).	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Use illustrations and details in a story to describe its characters, setting, or events.	Use the illustrations and details in a text to describe its key ideas.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	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).	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).	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	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.	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	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).	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.

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Grade-Specific Standards for Reading <b>Standard 8</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Not applicable to literature.	With prompting and support, identify the reasons an author gives to support points in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Not applicable to literature.	Identify the reasons an author gives to support points in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	Not applicable to literature.	Describe how reasons support specific points the author makes in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	Not applicable to literature.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	Not applicable to literature.	Explain how an author uses reasons and evidence to support particular points in a text.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	Not applicable to literature.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Embedded within the K-5 standards.	Embedded within the K-5 standards.

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Grade-Specific Standards for Reading <b>Standard 9</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Compare and contrast the adventures and experiences of characters in stories.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and contrast the most important points presented by two texts on the same topic.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	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).	Compare and contrast the most important points and key details presented in two texts on the same topic.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	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.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Embedded within the K-5 standards.	Embedded within the K-5 standards.

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Grade-Specific Standards for Reading <b>Standard 10</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	With prompting and support, read informational texts appropriately complex for grade 1.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 2</b>	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.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 3</b>	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.	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 4</b>	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.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 5</b>	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.	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.

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Grade-Specific Standards for Reading <b>Standard 1</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of science and technical texts.
<b>Grade 7</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<b>Grade 8</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
<b>Grade 9</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<b>Grade 10</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<b>Grade 11</b>	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.	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.	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.	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.
<b>Grade 12</b>	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.	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.		



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Grade-Specific Standards for Reading **Standard 2**

	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.	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.	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.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<b>Grade 7</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.		
<b>Grade 8</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.		
<b>Grade 9</b>	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.	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.	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.
<b>Grade 10</b>	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.	Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.		
<b>Grade 11</b>	Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.	Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.	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.	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.
<b>Grade 12</b>	Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.	Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.		

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Grade-Specific Standards for Reading <b>Standard 3</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	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).	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<b>Grade 7</b>	Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).	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).		
<b>Grade 8</b>	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
<b>Grade 9</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.	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.	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	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.
<b>Grade 10</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.	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.		
<b>Grade 11</b>	Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	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.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	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.
<b>Grade 12</b>	Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	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.		

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Grade-Specific Standards for Reading <b>Standard 4</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/SS</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>Grade 7</b>	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 choice (e.g., alliteration) on meaning and tone.	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.		
<b>Grade 8</b>	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.	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.		
<b>Grade 9</b>	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).	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).	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.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<b>Grade 10</b>	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).	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).		
<b>Grade 11</b>	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).	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 faction in Federalist No. 10).		
<b>Grade 12</b>	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.	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.	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.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

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Grade-Specific Standards for Reading <b>Standard 5</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	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.	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.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	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.
<b>Grade 7</b>	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	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.		
<b>Grade 8</b>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		
<b>Grade 9</b>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Analyze 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).	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
<b>Grade 10</b>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Analyze 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).		
<b>Grade 11</b>	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Analyze 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.	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.	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<b>Grade 12</b>	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Analyze 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.		

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Grade-Specific Standards for Reading <b>Standard 6</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	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).	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<b>Grade 7</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	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.		
<b>Grade 8</b>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		
<b>Grade 9</b>	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.	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.	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.	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.
<b>Grade 10</b>	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.	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.		
<b>Grade 11</b>	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	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.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	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.
<b>Grade 12</b>	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	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.		

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Grade-Specific Standards for Reading **Standard 7**

	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	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.	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.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	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).
<b>Grade 7</b>	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).	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).		
<b>Grade 8</b>	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.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
<b>Grade 9</b>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	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.
<b>Grade 10</b>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.		
<b>Grade 11</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).	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.	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.	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.
<b>Grade 12</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).	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.		

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Grade-Specific Standards for Reading <b>Standard 8</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	Not applicable to literature.	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.	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
<b>Grade 7</b>	Not applicable to literature.	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.		
<b>Grade 8</b>	Not applicable to literature.	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.		
<b>Grade 9</b>	Not applicable to literature.	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.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Assess the extent to which the reasoning and evidence in a text support the author's claim or recommendation for solving a scientific or technical problem.
<b>Grade 10</b>	Not applicable to literature.	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.		
<b>Grade 11</b>	Not applicable to literature.	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., The Federalist, presidential addresses).	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	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.
<b>Grade 12</b>	Not applicable to literature.	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., The Federalist, presidential addresses).		

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Grade-Specific Standards for Reading <b>Standard 9</b>				
	RL <i>Reading Literature</i>	RI <i>Reading Informational</i>	RH <i>Literacy in History/Social Studies</i>	RST <i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	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.	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).	Analyze the relationship between a primary and secondary source on the same topic.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
<b>Grade 7</b>	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.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		
<b>Grade 8</b>	Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.	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.		
<b>Grade 9</b>	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).	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.	Compare and contrast treatments of the same topic in several primary and secondary sources.	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.
<b>Grade 10</b>	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).	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.		
<b>Grade 11</b>	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.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	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.
<b>Grade 12</b>	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.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.		



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Grade-Specific Standards for Reading <b>Standard 10</b>				
	RL	RI	RH	RST
	<i>Reading Literature</i>	<i>Reading Informational</i>	<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade 6</b>	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.	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.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
<b>Grade 7</b>	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.	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.		
<b>Grade 8</b>	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.	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.		
<b>Grade 9</b>	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 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 history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
<b>Grade 10</b>	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.		
<b>Grade 11</b>	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 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 history/social studies texts in the grades 12–CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend science/technical texts in the grades 12–CCR text complexity band independently and proficiently.
<b>Grade 12</b>	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 12–CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 12–CCR text complexity band independently and proficiently.		

**Grades K-12  
English Language Arts  
Vertical Progression Document**

Reading Foundational Skills

**Grade K-5**

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 1</b>	
<b>Grade K</b>	Demonstrate understanding of the organization and basic features of print.
<b>Grade 1</b>	Demonstrate understanding of the organization and basic features of print.
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 1.a</b>	
<b>Grade K</b>	Follow words from left to right, top to bottom, and page by page.
<b>Grade 1</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 1.b</b>	
<b>Grade K</b>	Recognize that spoken words are represented in written language by specific sequence of letters.
<b>Grade 1</b>	NA
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 1.c</b>	
<b>Grade K</b>	Understand that words are separated by spaces in print.
<b>Grade 1</b>	NA
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 1.d</b>	
<b>Grade K</b>	Recognize and name all upper- and lowercase letters of the alphabet.
<b>Grade 1</b>	NA
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 2</b>	
<b>Grade K</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>Grade 1</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA



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Grade-Specific Standards for Reading Foundational Skills <b>Standard 2.a</b>	
<b>Grade K</b>	Recognize and produce rhyming words.
<b>Grade 1</b>	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 2.b</b>	
<b>Grade K</b>	Count, pronounce, blend, and segment syllables in spoken words.
<b>Grade 1</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 2.c</b>	
<b>Grade K</b>	Blend and segment onsets and rimes of single-syllable spoken words.
<b>Grade 1</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 2.d</b>	
<b>Grade K</b>	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/.)
<b>Grade 1</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 2.e</b>	
<b>Grade K</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<b>Grade 1</b>	NA
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 3</b>	
<b>Grade K</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Grade 1</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Grade 2</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Grade 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Grade 4</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Grade 5</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

Grade-Specific Standards for Reading Foundational Skills <b>Standard 3.a</b>	
<b>Grade K</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
<b>Grade 1</b>	Know the spelling-sound correspondences for common consonant digraphs.
<b>Grade 2</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>Grade 3</b>	Identify and know the meaning of the most common prefixes and derivational suffixes.
<b>Grade 4</b>	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>Grade 5</b>	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 3.b</b>	
<b>Grade K</b>	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
<b>Grade 1</b>	Decode regularly spelled one-syllable words.
<b>Grade 2</b>	Know spelling-sound correspondences for additional common vowel teams.
<b>Grade 3</b>	Decode words with common Latin suffixes.
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA



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Grade-Specific Standards for Reading Foundational Skills <b>Standard 3.c</b>	
<b>Grade K</b>	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).
<b>Grade 1</b>	Know final -e and common vowel team conventions for representing long vowel sounds.
<b>Grade 2</b>	Decode regularly spelled two-syllable words with long vowels.
<b>Grade 3</b>	Decode multisyllable words.
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 3.d</b>	
<b>Grade K</b>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<b>Grade 1</b>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
<b>Grade 2</b>	Decode words with common prefixes and suffixes.
<b>Grade 3</b>	Read grade-appropriate irregularly spelled words.
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 3.e</b>	
<b>Grade K</b>	NA
<b>Grade 1</b>	Decode two-syllable words following basic patterns by breaking the words into syllables.
<b>Grade 2</b>	Identify words with inconsistent but common spelling-sound correspondences.
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 3.f</b>	
<b>Grade K</b>	NA
<b>Grade 1</b>	Read words with inflectional endings.
<b>Grade 2</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 3.g</b>	
<b>Grade K</b>	NA
<b>Grade 1</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>Grade 2</b>	NA
<b>Grade 3</b>	NA
<b>Grade 4</b>	NA
<b>Grade 5</b>	NA

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 4</b>	
<b>Grade K</b>	Read emergent-reader texts with purpose and understanding.
<b>Grade 1</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>Grade 2</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>Grade 3</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>Grade 4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>Grade 5</b>	Read with sufficient accuracy and fluency to support comprehension.

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 4.a</b>	
<b>Grade K</b>	NA
<b>Grade 1</b>	Read grade-level text with purpose and understanding.
<b>Grade 2</b>	Read grade-level text with purpose and understanding.
<b>Grade 3</b>	Read grade-level text with purpose and understanding.
<b>Grade 4</b>	Read grade-level text with purpose and understanding.
<b>Grade 5</b>	Read grade-level text with purpose and understanding.

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Grade-Specific Standards for Reading Foundational Skills <b>Standard 4.b</b>	
<b>Grade K</b>	NA
<b>Grade 1</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>Grade 2</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>Grade 3</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>Grade 4</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>Grade 5</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.



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Grade-Specific Standards for Reading Foundational Skills <b>Standard 4.c</b>	
<b>Grade K</b>	NA
<b>Grade 1</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Grade 2</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Grade 3</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Grade 4</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Grade 5</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Writing Standards

**Grades K-12**

Grade-Specific Standards for Writing <b>Standard 1</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	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...).	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
<b>Grade 2</b>	With 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.		
<b>Grade 3</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
<b>Grade 4</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
<b>Grade 5</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		

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Grade-Specific Standards for Writing <b>Standard 1.a</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Introduce the topic or text they are writing about, state an opinion, and create an organized structure that list reasons.		
<b>Grade 4</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		
<b>Grade 5</b>	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.		

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Grade-Specific Standards for Writing <b>Standard 1.b</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Provide reasons that support the opinion.		
<b>Grade 4</b>	Provide reasons that are supported by <b>facts and details</b> .		
<b>Grade 5</b>	Provide <b>logically ordered</b> reasons that are supported by facts and details.		

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Grade-Specific Standards for Writing <b>Standard 1.c</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		
<b>Grade 4</b>	Link opinion and reasons using words <b>and phrases</b> (e.g., for instance, in order to, in addition).		
<b>Grade 5</b>	Link opinion and reasons using words, phrases, and <b>clauses</b> (e.g., consequently, specifically).		

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Grade-Specific Standards for Writing <b>Standard 1.d</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Provide a concluding statement or section.		
<b>Grade 4</b>	Provide a concluding statement or sections <b>related to the opinion presented.</b>		
<b>Grade 5</b>	Provide a concluding statement or section related to the opinion presented.		

Grade-Specific Standards for Writing <b>Standard 2</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
<b>Grade 2</b>	Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
<b>Grade 3</b>	Write informative/explanatory text to examine a topic and convey ideas and information clearly.		
<b>Grade 4</b>	Write informative/explanatory text to examine a topic and convey ideas and information clearly.		
<b>Grade 5</b>	Write informative/explanatory text to examine a topic and convey ideas and information clearly.		



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Grade-Specific Standards for Writing <b>Standard 2.a</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
<b>Grade 4</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
<b>Grade 5</b>	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.		

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Grade-Specific Standards for Writing <b>Standard 2.b</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Develop the topic with facts, definitions, and details.		
<b>Grade 4</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
<b>Grade 5</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		

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Grade-Specific Standards for Writing <b>Standard 2.c</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		
<b>Grade 4</b>	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).		
<b>Grade 5</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		

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Grade-Specific Standards for Writing <b>Standard 2.d</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Provide a concluding statement or section.		
<b>Grade 4</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
<b>Grade 5</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.		

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Grade-Specific Standards for Writing <b>Standard 2.e</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	NA		
<b>Grade 4</b>	Provide a concluding statement or section <b>related to the information or explanation presented.</b>		
<b>Grade 5</b>	Provide a concluding statement or section related to the information or explanation presented.		

Grade-Specific Standards for Writing <b>Standard 3</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	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.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	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.		
<b>Grade 2</b>	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.		
<b>Grade 3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequence.		
<b>Grade 4</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequence.		
<b>Grade 5</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequence.		

Grade-Specific Standards for Writing <b>Standard 3.a</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
<b>Grade 4</b>	Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.		
<b>Grade 5</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		

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Grade-Specific Standards for Writing <b>Standard 3.b</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
<b>Grade 4</b>	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
<b>Grade 5</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		



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Grade-Specific Standards for Writing <b>Standard 3.c</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Use temporal words and phrases to signal event order.		
<b>Grade 4</b>	Use a <b>variety of transitional</b> words and phrases to manage the sequence of events.		
<b>Grade 5</b>	Use a variety of transitional words, phrases, and <b>clauses</b> to manage the sequence of events.		

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Grade-Specific Standards for Writing <b>Standard 3.d</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	Provide a sense of closure.		
<b>Grade 4</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
<b>Grade 5</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.		

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Grade-Specific Standards for Writing <b>Standard 3.e</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	NA	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	NA		
<b>Grade 2</b>	NA		
<b>Grade 3</b>	NA		
<b>Grade 4</b>	Provide a conclusion that follows from the narrated experiences or events.		
<b>Grade 5</b>	Provide a conclusion that follows from the narrated experiences or events.		

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Grade-Specific Standards for Writing <b>Standard 4</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Begins in grade 3.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Begins in grade 3.		
<b>Grade 2</b>	Begins in grade 3.		
<b>Grade 3</b>	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.)		
<b>Grade 4</b>	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.)		
<b>Grade 5</b>	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.)		

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Grade-Specific Standards for Writing <b>Standard 5</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	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.		
<b>Grade 2</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
<b>Grade 3</b>	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.)		
<b>Grade 4</b>	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.)		
<b>Grade 5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)		

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Grade-Specific Standards for Writing <b>Standard 6</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<b>Grade 2</b>	With guidance and support from adults and peers, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<b>Grade 3</b>	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.		
<b>Grade 4</b>	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.		
<b>Grade 5</b>	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.		

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Grade-Specific Standards for Writing <b>Standard 7</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		
<b>Grade 2</b>	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).		
<b>Grade 3</b>	Conduct short research projects that build knowledge about a topic.		
<b>Grade 4</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
<b>Grade 5</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		

Grade-Specific Standards for Writing <b>Standard 8</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
<b>Grade 2</b>	Recall information from experiences or gather information from provided sources to answer a question.		
<b>Grade 3</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
<b>Grade 4</b>	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.		
<b>Grade 5</b>	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.		



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Grade-Specific Standards for Writing <b>Standard 9</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Begins in grade 4.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Begins in grade 4.		
<b>Grade 2</b>	Begins in grade 4.		
<b>Grade 3</b>	Begins in grade 4.		
<b>Grade 4</b>	Draw evidence from literary or informational text to support analysis, reflection, and research.		
<b>Grade 5</b>	Draw evidence from literary or informational text to support analysis, reflection, and research.		

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Grade-Specific Standards for Writing <b>Standard 9.a</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Begins in grade 4.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Begins in grade 4.		
<b>Grade 2</b>	Begins in grade 4.		
<b>Grade 3</b>	Begins in grade 4.		
<b>Grade 4</b>	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).		
<b>Grade 5</b>	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]”).		

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Grade-Specific Standards for Writing <b>Standard 9.b</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Begins in grade 4.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Begins in grade 4.		
<b>Grade 2</b>	Begins in grade 4.		
<b>Grade 3</b>	Begins in grade 4.		
<b>Grade 4</b>	Apply grade 4 Reading standards to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		
<b>Grade 5</b>	Apply grade 5 Reading standards to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		

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Grade-Specific Standards for Writing <b>Standard 10</b>			
	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science &amp; Technical Subjects</i>
<b>Grade K</b>	Begins in grade 3.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
<b>Grade 1</b>	Begins in grade 3.		
<b>Grade 2</b>	Begins in grade 3.		
<b>Grade 3</b>	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.		
<b>Grade 4</b>	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.		
<b>Grade 5</b>	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.		

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Grade-Specific Standards for Writing <b>Standard 1</b>		
	W	WHST
<b>Grade 6</b>	Write arguments to support claims with clear reasons and relevant evidence.	Write arguments focused on discipline-specific content.
<b>Grade 7</b>	Write arguments to support claims with clear reasons and relevant evidence.	
<b>Grade 8</b>	Write arguments to support claims with clear reasons and relevant evidence.	
<b>Grade 9</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments focused on discipline-specific content.
<b>Grade 10</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<b>Grade 11</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments focused on discipline-specific content.
<b>Grade 12</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	

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Grade-Specific Standards for Writing <b>Standard 1.a</b>		
	W	WHST
<b>Grade 6</b>	Introduce claim(s) and organize the reasons and evidence clearly.	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<b>Grade 7</b>	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	
<b>Grade 8</b>	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	
<b>Grade 9</b>	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.	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>Grade 10</b>	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>Grade 11</b>	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.	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>Grade 12</b>	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.	

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Grade-Specific Standards for Writing <b>Standard 1.b</b>		
	W	WHST
<b>Grade 6</b>	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating and understanding of the topic or text.	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
<b>Grade 7</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
<b>Grade 8</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
<b>Grade 9</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.	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.
<b>Grade 10</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.	
<b>Grade 11</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.	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.
<b>Grade 12</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.	

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Grade-Specific Standards for Writing <b>Standard 1.c</b>		
	W	WHST
<b>Grade 6</b>	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>Grade 7</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
<b>Grade 8</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
<b>Grade 9</b>	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.	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.
<b>Grade 10</b>	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.	
<b>Grade 11</b>	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.	
<b>Grade 12</b>	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.	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.



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Grade-Specific Standards for Writing <b>Standard 1.d</b>		
	W	WHST
<b>Grade 6</b>	Establish and maintain a formal style.	Establish and maintain a formal style.
<b>Grade 7</b>	Establish and maintain a formal style.	
<b>Grade 8</b>	Establish and maintain a formal style.	
<b>Grade 9</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they were writing.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<b>Grade 10</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they were writing.	
<b>Grade 11</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<b>Grade 12</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	

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Grade-Specific Standards for Writing <b>Standard 1.e</b>		
	W	WHST
<b>Grade 6</b>	Provide a concluding statement or section <b>that follows from the argument</b> presented.	<b>Provide a concluding statement or section that follows from and supports the argument presented.</b>
<b>Grade 7</b>	Provide a concluding statement or section that follows from and supports the argument presented.	
<b>Grade 8</b>	Provide a concluding statement or section that follows from and supports the argument presented.	
<b>Grade 9</b>	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>Grade 10</b>	Provide a concluding statement or section that follows from and supports the argument presented.	
<b>Grade 11</b>	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>Grade 12</b>	Provide a concluding statement or section that follows from and supports the argument presented.	

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Grade-Specific Standards for Writing <b>Standard 2</b>		
	W	WHST
<b>Grade 6</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/explanatory text, including the narration of historical events, scientific procedures/experiments, or technical process.
<b>Grade 7</b>	Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
<b>Grade 8</b>	Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
<b>Grade 9</b>	Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/ explanatory text, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>Grade 10</b>	Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
<b>Grade 11</b>	Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/ explanatory text, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>Grade 12</b>	Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	

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Grade-Specific Standards for Writing **Standard 2.a**

	W	WHST
<b>Grade 6</b>	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.	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.
<b>Grade 7</b>	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics, (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
<b>Grade 8</b>	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>Grade 9</b>	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.	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>Grade 10</b>	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>Grade 11</b>	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>Grade 12</b>	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.	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.

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Grade-Specific Standards for Writing <b>Standard 2.b</b>		
	W	WHST
<b>Grade 6</b>	Develop the topic with <b>relevant</b> facts, definitions, concrete details, quotations, or other information and examples.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>Grade 7</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
<b>Grade 8</b>	Develop the topic with relevant, <b>well-chosen</b> facts, definitions, concrete details, quotations, or other information and examples.	
<b>Grade 9</b>	Develop the topic with well-chosen, relevant, and <b>sufficient</b> facts, <b>extended</b> definitions, concrete details, quotations, or other information and examples <b>appropriate to the audience’s knowledge of the topic.</b>	Develop the topic with well-chosen, relevant, and <b>sufficient</b> facts, <b>extended</b> definitions, concrete details, quotations, or other information and examples <b>appropriate to the audience’s knowledge of the topic.</b>
<b>Grade 10</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.	
<b>Grade 11</b>	Develop the topic <b>thoroughly by selecting the most significant</b> and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	Develop the topic <b>thoroughly by selecting the most significant</b> and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
<b>Grade 12</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.	

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Grade-Specific Standards for Writing <b>Standard 2.c</b>		
	W	WHST
<b>Grade 6</b>	Use appropriate transitions to clarify the relationships among ideas and concepts.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>Grade 7</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
<b>Grade 8</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
<b>Grade 9</b>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
<b>Grade 10</b>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
<b>Grade 11</b>	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.	Use varied transition and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>Grade 12</b>	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.	

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Grade-Specific Standards for Writing <b>Standard 2.d</b>		
	W	WHST
<b>Grade 6</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>Grade 7</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
<b>Grade 8</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
<b>Grade 9</b>	Use precise language and domain-specific vocabulary to <b>manage the complexity of the topic.</b>	Use precise language and domain-specific vocabulary to <b>manage the complexity of the topic</b> and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
<b>Grade 10</b>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
<b>Grade 11</b>	Use precise language, domain-specific vocabulary, <b>and techniques such as metaphors, simile, and analogy</b> to manage the complexity of the topic.	Use precise language, domain-specific vocabulary and <b>techniques such as metaphor, simile, and analogy to manage the complexity of the topic</b> ; convey a <b>knowledgeable stance</b> in a style <b>that responds</b> to the discipline and context as well as to the expertise of likely readers.
<b>Grade 12</b>	Use precise language, domain-specific vocabulary, and techniques such as metaphors, simile, and analogy to manage the complexity of the topic.	

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Grade-Specific Standards for Writing <b>Standard 2.e</b>		
	W	WHST
<b>Grade 6</b>	Establish and maintain formal style.	Establish and maintain a formal style and objective tone.
<b>Grade 7</b>	Establish and maintain formal style.	
<b>Grade 8</b>	Establish and maintain formal style.	
<b>Grade 9</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain a formal style and objective tone while attending to the norms and conventions for the discipline in which they are writing.
<b>Grade 10</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
<b>Grade 11</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
<b>Grade 12</b>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	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).



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Grade-Specific Standards for Writing <b>Standard 2.f</b>		
	W	WHST
<b>Grade 6</b>	Provide a concluding statement or section that follows from the information or explanation presented.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>Grade 7</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
<b>Grade 8</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
<b>Grade 9</b>	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).	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).
<b>Grade 10</b>	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).	
<b>Grade 11</b>	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).	
<b>Grade 12</b>	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).	NA

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Grade-Specific Standards for Writing <b>Standard 3</b>		
	W	WHST
<b>Grade 6</b>	Write narratives to develop real or imagined experiences or events using effective technique, <b>relevant</b> descriptive details, and <b>well-structured</b> event sequences.	NA
<b>Grade 7</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
<b>Grade 8</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
<b>Grade 9</b>	Write narratives to develop real or imagined experiences or events using effective technique, <b>well-chosen</b> details, and well-structured event sequences.	NA
<b>Grade 10</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>Grade 11</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	NA
<b>Grade 12</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	

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Grade-Specific Standards for Writing <b>Standard 3.a</b>		
	W	WHST
<b>Grade 6</b>	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.	NA
<b>Grade 7</b>	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>Grade 8</b>	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>Grade 9</b>	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.	NA
<b>Grade 10</b>	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>Grade 11</b>	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.	NA
<b>Grade 12</b>	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.	

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Grade-Specific Standards for Writing <b>Standard 3.b</b>		
	W	WHST
<b>Grade 6</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or <b>characters.</b>	NA
<b>Grade 7</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
<b>Grade 8</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
<b>Grade 9</b>	Use narrative techniques <b>to sequence events so that they build on one another to create a coherent whole.</b>	NA
<b>Grade 10</b>	Use narrative techniques to sequence events so that they build on one another to create a coherent whole.	
<b>Grade 11</b>	Use narrative techniques to sequence events so that they build on one another to create a coherent whole <b>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</b>	NA
<b>Grade 12</b>	Use narrative 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).	

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Grade-Specific Standards for Writing <b>Standard 3.c</b>		
	W	WHST
<b>Grade 6</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.	NA
<b>Grade 7</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.	
<b>Grade 8</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another and show the relationships among experiences and events.	
<b>Grade 9</b>	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	NA
<b>Grade 10</b>	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
<b>Grade 11</b>	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).	NA
<b>Grade 12</b>	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).	

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Grade-Specific Standards for Writing <b>Standard 3.d</b>		
	W	WHST
<b>Grade 6</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	NA
<b>Grade 7</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
<b>Grade 8</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
<b>Grade 9</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	NA
<b>Grade 10</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
<b>Grade 11</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	NA
<b>Grade 12</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	

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Grade-Specific Standards for Writing <b>Standard 3.e</b>		
	W	WHST
<b>Grade 6</b>	Provide a conclusion that follows from the narrated experiences or events.	NA
<b>Grade 7</b>	Provide a conclusion that follows from <b>and reflects on</b> the narrated experiences or events.	
<b>Grade 8</b>	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
<b>Grade 9</b>	Provide a conclusion that follows from and reflects on <b>what is experienced, observed, or resolved over the course of the narrative.</b>	NA
<b>Grade 10</b>	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
<b>Grade 11</b>	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	NA
<b>Grade 12</b>	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	

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Grade-Specific Standards for Writing <b>Standard 4</b>		
	W	WHST
<b>Grade 6</b>	Produce clear and coherent writing in which the development, organization, <b>and style</b> are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Grade 7</b>	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.)	
<b>Grade 8</b>	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.)	
<b>Grade 9</b>	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.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Grade 10</b>	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.)	
<b>Grade 11</b>	Produce clear and coherent writing in which the development, orientation, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
<b>Grade 12</b>	Produce clear and coherent writing in which the development, orientation, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



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Grade-Specific Standards for Writing <b>Standard 5</b>		
	W	WHST
<b>Grade 6</b>	With <b>some</b> guidance and support from <b>peers</b> 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 <b>grade 6</b> .)	<b>With some</b> guidance and support from <b>peers and adults</b> , develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Grade 7</b>	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, <b>focusing on how well purpose and audience have been addressed</b> . (Editing for conventions should demonstrate command of Language standards 1-3 up to and including <b>grade 7</b> .)	
<b>Grade 8</b>	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 <b>grade 8</b> .)	
<b>Grade 9</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on <b>addressing what is most significant for a specific purpose and audience</b> . (Editing for conventions should demonstrate command of Language standards 1-3 up to and including <b>grades 9-10</b> .)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>focusing on addressing what is most significant for a specific purpose and audience</b> .
<b>Grade 10</b>	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.)	
<b>Grade 11</b>	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 <b>grades 11-12</b> .)	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.
<b>Grade 12</b>	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.)	

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Grade-Specific Standards for Writing <b>Standard 6</b>		
	W	WHST
<b>Grade 6</b>	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.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>Grade 7</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; including linking to and citing sources.	
<b>Grade 8</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
<b>Grade 9</b>	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.	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.
<b>Grade 10</b>	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.	
<b>Grade 11</b>	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.	
<b>Grade 12</b>	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.	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.

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Grade-Specific Standards for Writing <b>Standard 7</b>		
	W	WHST
<b>Grade 6</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	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.
<b>Grade 7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
<b>Grade 8</b>	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.	
<b>Grade 9</b>	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.	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.
<b>Grade 10</b>	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.	
<b>Grade 11</b>	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.	
<b>Grade 12</b>	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.	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.

Grade-Specific Standards for Writing <b>Standard 8</b>		
	W	WHST
<b>Grade 6</b>	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.	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 citations.
<b>Grade 7</b>	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.	
<b>Grade 8</b>	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.	
<b>Grade 9</b>	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.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>Grade 10</b>	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.	
<b>Grade 11</b>	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.	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.
<b>Grade 12</b>	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.	

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Grade-Specific Standards for Writing <b>Standard 9</b>		
	W	WHST
<b>Grade 6</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis reflection, and research.
<b>Grade 7</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>Grade 8</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>Grade 9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>Grade 10</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>Grade 11</b>	Draw evidence from literacy or informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>Grade 12</b>	Draw evidence from literacy or informational texts to support analysis, reflection, and research.	

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Grade-Specific Standards for Writing <b>Standard 9.a</b>		
	W	WHST
<b>Grade 6</b>	Apply <b>grade 6</b> Reading standards to <b>literary texts</b> (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”).	NA
<b>Grade 7</b>	Apply <b>grade 7</b> Reading standards to literary texts (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	
<b>Grade 8</b>	Apply <b>grade 8</b> Reading standards to <b>literature</b> (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>Grade 9</b>	Apply <b>grade 9-10</b> 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]”).	NA
<b>Grade 10</b>	Apply <b>grade 9-10</b> 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>Grade 11</b>	Apply <b>grades 11-12</b> 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”).	NA
<b>Grade 12</b>	Apply <b>grades 11-12</b> 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”).	

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Grade-Specific Standards for Writing <b>Standard 9.b</b>		
	W	WHST
<b>Grade 6</b>	Apply <b>grade 6</b> Reading standards to <b>literary nonfiction</b> and/or informational texts (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”).	NA
<b>Grade 7</b>	Apply <b>grade 7</b> Reading standards to literary nonfiction and/or informational texts (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”).	
<b>Grade 8</b>	Apply <b>grade 8</b> Reading standards to literary nonfiction and/or informational texts (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”).	
<b>Grade 9</b>	Apply <b>grade 9-10</b> Reading standards to literary nonfiction and/or informational texts (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”).	NA
<b>Grade 10</b>	Apply grade 9-10 Reading standards to literary nonfiction and/or informational texts (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”).	
<b>Grade 11</b>	Apply <b>grade 11-12</b> Reading standards to literary nonfiction and/or informational texts (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 words of public advocacy [e.g., The Federalist, presidential addresses]”).	NA
<b>Grade 12</b>	Apply grade 11-12 Reading standards to literary nonfiction and/or informational texts (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 words of public advocacy [e.g., The Federalist, presidential addresses]”).	

Grade-Specific Standards for Writing <b>Standard 10</b>		
	W	WHST
<b>Grade 6</b>	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.	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 task, purposes, and audiences.
<b>Grade 7</b>	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.	
<b>Grade 8</b>	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.	
<b>Grade 9</b>	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.	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.
<b>Grade 10</b>	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.	
<b>Grade 11</b>	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.	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.
<b>Grade 12</b>	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.	