



K-5

STANDARDS FOR

English Language Arts

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**Literacy in History/Social Studies,
Science, and Technical Subjects**

Resources to support the Standards

Examples listed within the standards can sometimes limit instructional focus or provide too broad a focus; therefore, strategic use of examples exist in this Standards document. The disaggregated (unpacked) standards will be an additional resource that will provide educators with specifications and examples for each K-12 standard/strand.

To support the K-12 Standards work and support educators and districts across the state, the Department of Education will provide supplemental materials on reading, writing, speaking and listening, and language. Appendices disaggregated (unpacked) standards for all grades K-12, and other literacy resources will be hosted on the DOE webpage. The disaggregated standards will provide specific examples for grade level skills in each of the strands (reading, writing, language, and speaking & listening).

College and Career Readiness Anchor Standards for Reading

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

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevancy and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

Standard 10: Range and Text Complexity for Student Reading K–5

Range of Text Types for K-5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

Reading Standards for Literature K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Standards support students becoming independent readers in a range of disciplines. The ability to interpret literature as well as informative, highly technical, and often lengthy reading passages on one's own is essential in achieving academic and career success. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
K.RL.1 With prompting and support, ask and answer questions about key details in a text.	1.RL.1 Ask and answer questions about key details in a text.	2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
K.RL.2 With prompting and support, retell familiar stories, including key details.	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral.
K.RL.3 With prompting and support, describe characters, settings, and major events in a story.	1.RL.3 Describe characters, settings, and major events in a story, using key details.	2.RL.3 Describe how characters in a story respond to major events and challenges.
Craft and Structure		
K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs.	1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.	2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.
K.RL.5 With prompting and support, explain differences between common types of texts.	1.RL.5 Explain major differences between common types of texts.	2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution).
K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.	1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text.	2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
K.RL.7 With prompting and support, explain the relationship between illustrations and the text.	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
K.RL.8 (Not applicable to literature)	1.RL.8 (Not applicable to literature)	2.RL.8 (Not applicable to literature)
K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
K.RL.10 By the end of the year read and comprehend a variety of literary text. a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands.) b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.	1.RL.10 By the end of the year, read and comprehend a variety of literary text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.	2.RL.10 By the end of the year, read and comprehend a variety of literary text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

Reading Standards for Literature K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RL.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	4.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.	5.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.
3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.	4.RL.5 Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
3.RL.6 Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	4.RL.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text; support with details and evidence.	5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
3.RL.8 (Not applicable to literature)	4.RL.8 (Not applicable to literature)	5.RL.8 (Not applicable to literature)
3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters.	4.RL.9 Compare and contrast the author's approach to similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	5.RL.9 Compare and contrast the authors' approach

Reading Standards for Literature K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
<p>3.RL.10 By the end of the year, read and comprehend a variety of literary texts.</p> <p>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).</p> <p>b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</p>	<p>4.RL.10 By the end of the year read and comprehend a variety of literary texts.</p> <p>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).</p> <p>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</p>	<p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).</p> <p>b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</p>

Reading Standards for Informational Text K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Standards support students becoming independent readers in a range of disciplines. The ability to interpret informational texts that provide informative, highly technical, and often lengthy reading passages on one's own is essential in achieving academic and career success. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
K.RI.1 With prompting and support, ask and answer questions about key details in a text.	1.RI.1 Ask and answer questions about key details in a text.	2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	1.RI.2 Identify the main topic and retell key details of a text.	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
K.RI.5 With prompting and support, know and use various text features.	1.RI.5 Know and use various text features to locate key facts or information in a text.	2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.
K.RI.6 Identify the author and illustrator and define the role of each in an informational text.	1.RI.6 Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text.	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text.
K.RI.8 With prompting and support, identify the details/evidence an author gives to support points in a text.	1.RI.8 Identify the details/evidence an author gives to support points in a text.	2.RI.8 Describe how details/evidence support specific points the author makes in a text.
K.RI.9 With prompting and support compare and contrast two texts on the same topic (similarities and differences).	1.RI.9 Compare and contrast two texts on the same topic.	2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
K.RI.10 By the end of the year read and comprehends a variety of informational text. a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands.) b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.	1.RI.10 By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.	2.RI.10 By the end of the year, read and comprehend a variety of informational text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

Reading Standards for Informational Text K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RI.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.	4.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.
Craft and Structure		
3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.	4.RI.5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).	5.RI.5 Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).
3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	5.RI.8 Explain and identify how an author uses reasons and evidence to support particular points in a text.
3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.	4.RI.9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.	5.RI.9 Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

Reading Standards for Informational Text K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
<p>3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.</p> <p>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).</p> <p>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</p>	<p>4.RI.10 By the end of the year read and comprehend a variety of informational texts.</p> <p>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).</p> <p>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</p>	<p>5.RI.10 By the end of the year, read and comprehend informational text.</p> <p>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout text structure, language features, knowledge demands).</p> <p>b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</p>

Reading Standards: Foundational Skills K-5

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

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

Kindergartners:	Grade 1 students:	Grade 2 students:
Print Concepts		
<p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet. e. Identify the front cover, back cover, and title page of a book.</p> <p>e. Identify the front cover, back cover, and title page of a book.</p>	<p>1.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize that sentences are made of words put together in a meaningful sequence.</p> <p>b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>2.RF.1 There is not a grade 2 standard for this concept. Please see preceding grades for more information.</p>
Phonological Awareness		
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in three phoneme words (consonant-vowel-consonant, or CVC) to make new words. *(This does not include CVCs ending with /l/, /r/, or /x/.</p>	<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>2.RF.2 There is not a grade 2 standard for this concept. Please see preceding grades for more information.</p>

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

Reading Standards: Foundational Skills K-5

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

Kindergartners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognitions		
<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant.</p> <p>b. Associate the long and short sounds for the five vowels.</p> <p>c. Read grade-level appropriate high-frequency words by sight.</p>	<p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant blends and digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate high frequency words.</p>	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels and short vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate high frequency words.</p>
Fluency		
<p>K.RF.4 Read emergent-reader texts with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Reading Standards: Foundational Skills K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Print Concepts		
3.RF.1 There is not a grade 3 standard for this concept. Please see preceding grades for more information.	4.RF.1 There is not a grade 4 standard for this concept. Please see preceding grades for more information.	5.RF.1 There is not a grade 5 standard for this concept. Please see preceding grades for more information.
Phonological Awareness		
3.RF.2 There is not a grade 3 standard for this concept. Please see preceding grades for more information.	4.RF.2 There is not a grade 4 standard for this concept. Please see preceding grades for more information.	5.RF.2 There is not a grade 5 standard for this concept. Please see preceding grades for more information.
Phonics and Word Recognitions		
3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate high frequency words.	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
Fluency		
3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Writing

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

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

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

Writing Standards K-5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students need skills to become independent writers for a variety of audiences and range of purposes. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Writing at all grade levels K-5 is essential to support student skill sets for success on assessments which focus on writing skills. Note: Standard 10 addresses writing experience and stamina.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	1.W.1 Write opinion pieces that: a. Introduce an opinion about a topic or book they are writing about. b. Supply a reason for the opinion. c. Provide some sense of closure.	2.W.1 Write opinion pieces that: a. Introduce an opinion about a topic or book. b. Supply reasons that support the opinion. c. Use grade level appropriate linking words to connect the opinion and reasons. d. Provide a concluding statement or section.
K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	1.W.2 Write informative/explanatory texts that: a. Name a topic. b. Supply some facts about the topic. c. Provide some sense of closure.	2.W.2 Write informative/explanatory texts that: a. Introduce a topic. b. Use facts and definitions to develop points. c. Use grade level appropriate linking words and phrases to connect ideas. d. Provide a concluding statement or section.
K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	1.W.3 Write narratives (e.g., story, poetry) that: a. Recount two or more appropriately sequenced events. b. Include some details regarding what happened. c. Use words to signal event order. d. Provide some sense of closure.	2.W.3 Write narratives (e.g., story, poetry) that: a. Recount a well-elaborated event or short sequence of events. b. Include details to describe actions, thoughts, and feelings. c. Use temporal words to signal event order and provide a sense of closure.
Production and Distribution of Writing		
K.W.4 (Begins in grade 3)	1.W.4 (Begins in grade 3)	2.W.4 (Begins in grade 3)
K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.	1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
K.W.6 With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.	1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively.	2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively.

Writing Standards K-5

Kindergartners:	Grade 1 students:	Grade 2 students:
Research to Build and Present Knowledge		
K.W.7 Participate in shared research and writing projects.	1.W.7 Participate in shared research and writing projects.	2.W.7 Participate in shared research and writing projects.
K.W.8 With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources.	1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question.	2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question.
K.W.9 (Begins in grade 4)	1.W.9 (Begins in grade 4)	2.W.9 (Begins in grade 4)
Range of Writing		
K.W.10 (Begins in grade 1)	1.W.10 With guidance and support, write routinely to increase stamina.	2.W.10 Write routinely to increase stamina.

Writing Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. Provide reasons that support the opinion. Use grade level appropriate linking words and phrases to connect opinion and reasons. Provide a conclusion. 	<p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using grade level appropriate words and phrases Provide a conclusion related to the opinion presented. 	<p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using grade level appropriate words, phrases, and clauses. Provide a conclusion related to the opinion presented.
<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together include text features when useful to support comprehension for the reader. Develop the topic with facts, definitions, and details. Use grade level appropriate linking words and phrase to connect ideas within categories of information. Provide a conclusion. 	<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within paragraphs and sections of information using grade level appropriate words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a conclusion related to the information or explanation presented. 	<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features and multimedia when useful to support comprehension for the reader. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a conclusion related to the information or explanation presented.
<p>3.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure conclusion (when appropriate to the genre). 	<p>4.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre). 	<p>5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely. Provide a conclusion that follows the narrated experiences or events.

Writing Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing. a. Produce and publish writing. b. Interact and collaborate with others. c. Demonstrate sufficient keyboarding skills to type.	5.W.6 With guidance as needed, use technology, including the Internet, to enhance writing. a. Produce and publish writing. b. Interact and collaborate with others. c. Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.
Research to Build and Present Knowledge		
3.W.7 Conduct short research projects that build knowledge about a topic.	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5.W.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.
3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	4.W.8 Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	5.W.8 Recall and gather relevant information from experiences and multiple print and digital sources; a. Summarize or paraphrase information in notes and finished work. b. Provide a list of sources.

Writing Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Research to Build and Present Knowledge (continued)		
3.W.9 (Begins in grade 4)	4.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 4 reading standards for literature to writing. b. Apply grade 4 reading standards for informational texts to writing.	5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 5 reading standards for literature to writing. b. Apply grade 5 reading standards for informational texts to writing.
Range of Writing		
3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	4.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

College and Career Readiness Anchor Standards for Speaking and Listening

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

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Speaking and Listening Standards K-5

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

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. 	1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others’ talk in conversations by linking comments to the remarks of others. c. Ask for clarification and explanation to better understand topics and texts under discussion.
K.SL.2 Confirm understanding from a source of information by asking and answering questions about key details and requesting clarification if something is not understood.	1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.	2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
K.SL.4 Describe familiar people, places, things, and events. With prompting and support, provide additional detail.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.
K.SL.5 Add drawings or other visual displays to provide additional detail.	1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.	2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Speaking and Listening Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions.</p> <p>c. Ask questions to check understanding of information presented. stay on topic and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>e. Cooperate and problem solve as appropriate for productive group discussions</p>	<p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>e. Cooperate and problem solve as appropriate for productive group discussions.</p>	<p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>e. Cooperate and problem solve as appropriate for productive group discussions.</p>
<p>3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.</p>	<p>4.SL.2 Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.</p>	<p>5.SL.2 Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas		
<p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.</p>	<p>4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>5.SL.4 Report on a topic or text or present an opinion.</p> <p>a. Sequencing ideas logically.</p> <p>b. Using appropriate facts and relevant descriptive details to support main ideas or themes.</p> <p>c. Speak clearly at an understandable pace.</p>
<p>3.SL.5 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>4.SL.5 Add multimedia components (e.g., audio recordings) and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>	<p>4.SL.6 Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English, and use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	<p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>

College and Career Readiness Anchor Standards for Language

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

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

Language Standards K-5

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

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
<p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ d. Understand and use question words (interrogatives) e. Use the most frequently occurring prepositions f. Produce and expand complete sentences in shared language activities. 	<p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others. b. Use collective nouns (e.g., group, herd, class). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
<p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. With prompting and support, capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people. b. Use end punctuation for sentences. c. Use commas in dates. d. Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words. f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. Use commas to separate single words in a series. c. Use an apostrophe to form contractions and singular possessives. d. Spell grade appropriate high frequency words correctly. e. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil). f. Consult print and digital reference materials, as needed to check and correct spelling.

Language Standards K-5

Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
K.L.3 (Begins in grade 2)	1.L.3 (Begins in grade 2)	2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English.
Vocabulary Acquisition and Use		
<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of words when a prefix is added (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use print and digital reference materials to determine or clarify the meaning of words and phrases.</p>
<p>K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings.</p> <p>a. Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use.</p> <p>d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p>a. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes.</p> <p>c. Identify real-life connections between words and their use.</p> <p>d. Distinguish differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings.</p>	<p>2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.	1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.	2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

Language Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Write legibly in print or cursive, using appropriate spacing and margins. *</p> <p>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>c. Form and use regular and irregular plural nouns.</p> <p>d. Use abstract nouns (e.g., childhood).</p> <p>e. Form and use regular and irregular verbs.</p> <p>f. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>g. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>h. Form and use adverbs and adjectives (comparative and superlative).</p> <p>i. Use coordinating and subordinating conjunctions.</p> <p>j. Produce simple, compound, and complex sentences.</p>	<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Write legibly and fluently in print or cursive using appropriate spacing and margins.</p> <p>b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).*</p> <p>c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>d. Use modal auxiliary verbs such as can, may, and must to convey various conditions to clarify meaning.</p> <p>e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>f. Form and use prepositional phrases.</p> <p>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>h. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.</p> <p>b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.</p>	<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use commas to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
Knowledge of Language		
<p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between formal and informal English.</p>	<p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.</p>	<p>5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

Language Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Vocabulary Acquisitions and Use		
<p>3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of words when affixes are added.</p> <p>c. Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use print and digital reference materials to determine or clarify meaning of words and phrases.</p>	<p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>3.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>4.L.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>5.L.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.</p>	<p>4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

***NOTE:** A determination was made to add language to include a K-4 vertical alignment for handwriting. Placement of the additional language exists in the language standards (3.L1, 4.L1). Handwriting was added to language standards as it aligns to formation and fluency versus being placed in writing standards which are more focused on the creation of writing. The language for *print or cursive writing* allows districts the choice in how handwriting is integrated into K-5 curriculums or even extending as a requirement for grades 6-12. Handwriting can be practiced across content through journal entries, vocabulary, social studies, artwork, etc.