



# Core Content Connectors (CCCs)

---

**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**Grades K-5**

**Updated March 2023**

## **BACKGROUND on Core Content Connectors (CCCs)**

To create tests appropriate for students with significant cognitive disabilities that are also aligned to the State Content Standards, South Dakota collaborated with the Multi-State Alternate Assessment (MSAA) to create a “bridge” of derived standards called the Core Content Connectors (CCCs). The CCCs were developed in English Language Arts (ELA) and Mathematics to provide guidance for state alternate assessment test item development.

## **OVERVIEW of Core Content Connectors (CCCs)**

CCCs are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the [South Dakota State Standards](#) and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

Core Content Connectors in English Language Arts address the following strands at each grade level:

- Habits and Dispositions
- Reading at Word Level
- Reading Informational Text
- Reading Literary Text
- Literary Writing
- Informational Writing
- Persuasive Writing
- Writing Across All Types

## **IMPLEMENTATION of Core Content Connectors (CCCs)**

Teachers and Individual Education Plan (IEP) teams are encouraged to use the CCCs to guide the development of appropriate academic goals and short-term objectives that allow students the maximum engagement with the general curriculum and non-disabled peers as possible, with appropriate adaptations, simplifications, and modifications to grade-level materials and content.

When an IEP team chooses alternate assessment for a student and utilizes CCCs when developing IEP goals and short-term objectives, the IEP team should be aware of the following:

- Participation in the state alternate assessment and the use of CCCs for IEP goals affects the student’s potential to obtain a high school diploma.
- CCCs maintain the main goal of each state standard, but CCCs do not fully extend the skills or knowledge. Rather, the CCCs divide the state standards into smaller pieces.
- The state alternate assessment assesses students with significant cognitive disabilities on grade level content that has been reduced in complexity, breadth, and depth. It does not measure the full breadth of the state standards.

CCCs and Guidance Documents for Participation on the Alternate Assessment can be found at: <https://doe.sd.gov/assessment/alternate.aspx>

## How To Identify/Select Core Content Connectors (CCCs)

1. Identify the grade level State Content Standard to guide the student's IEP goal and short-term objectives.

2. Select which bolded Core Content Connector(s) to use for the student's IEP goal and short-term objectives.

South Dakota's English Language Arts Standards and Core Content Connectors – 2 <sup>nd</sup> Grade	
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <ul style="list-style-type: none"><li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li><li>b. Know spelling-sound correspondences for additional common vowel teams.</li><li>c. Identify and apply all six syllable types to decode appropriate grade-level text.</li><li>d. Decode words with common prefixes and suffixes.</li><li>e. Identify words with inconsistent but common spelling-sound correspondences.</li><li>f. Recognize and read grade-appropriate irregularly spelled words.</li></ul> <p><b>2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</b></p> <p><b>2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words.</b></p> <p><b>2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b></p> <p><b>2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.</b></p> <p><b>2.RWL.c3 Decode regularly spelled one-syllable words with long vowels.</b></p> <p><b>2.RWL.c4 Decode regularly spelled two-syllable words with long vowels.</b></p> <p><b>2.RWL.c5 Decode words with common prefixes and suffixes.</b></p> <p><b>2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.</b></p> <p><b>2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.</b></p>

# Core Content Connectors (CCCs)

---

**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**Kindergarten**

## English Language Arts – Kindergarten Overview

**Core Content Connectors** (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

### Reading Standards for Literature

- Understand key ideas, characters, and setting in a story or poem
- Ask and answer questions about stories and poems, such as who, what, when, where, why, and how
- Retell key details from a story or poem
- Ask and answer questions about unknown words in a text

### Reading Standards for Informational Text

- Ask and answer questions about the world around them
- Retell key details from an informational text
- Distinguish the key features in an informational text

### Reading Standards: Foundational Skills

- Understand the organization and basic features of print
- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words and different kinds of syllable types
- Use phonics to write words and express thoughts and ideas in writing
- Use foundational skills to access a variety of texts

### Writing Standards

- Use a combination of drawing, dictating, and writing to craft texts with different purposes
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poetry, and informational texts
- Make connections across content areas into the world around them

### Speaking and Listening Standards

- Listen actively
- Speak in complete sentences for effective communication
- Share ideas with peers
- Ask and answer questions to clarify understanding

### Language Standards

- Use common nouns and verbs
- Pluralize words by adding “s” or “es”
- Recognize and name end punctuation
- Sort common words into categories
- Use words and phrases learned from conversation and readings

**South Dakota English Language Arts Standards and Core Content Connectors - KINDERGARTEN**

**Reading Standards for Literature**

Key Ideas and Details

K.RL.1	With prompting and support, ask and answer questions about key details in a text. <b>K.RL.e2 With prompting and support answer questions about key details in a story.</b>
K.RL.2	With prompting and support, retell familiar stories, including key details. <b>K.HD.d2 With prompting and support, retell a favorite story, including key details.</b> <b>K.RL.c1 With prompting and support, sequence a set of events in a familiar story.</b> <b>K.RL.c2 With prompting and support, identify the beginning, middle, and ending of a familiar story.</b> <b>K.RL.e1 Retell a familiar story (e.g., What was the story about?).</b>
K.RL.3	With prompting and support, identify characters, settings, and major events in a story. <b>K.RL.d1 With prompting and support identify characters in a story.</b> <b>K.RL.d2 With prompting and support identify major events (e.g., problem or solution) in a story.</b> <b>K.RL.f1 With prompting and support show how characters interacted in a story.</b> <b>K.RL.f2 With prompting and support identify a setting in a story.</b>

Craft and Structure

K.RL.4	With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs. <b>K.RWL.a1 Ask questions about unknown words in a text.</b> <b>K.RWL.a2 Answer questions about unknown words in a text.</b>
K.RL.5	With prompting and support, explain differences between common types of texts. <b>K.HD.a1 Answer questions about reading such as “Why do we read? What do we read?”</b> <b>K.RL.g1 Recognize common types of text.</b>
K.RL.6	Identify the author and illustrator of a story and define the role of each in a literary text. <b>K.RL.c3 With prompting and support identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).</b> <b>K.RL.c4 With prompting and support define the role of the author.</b> <b>K.RL.c5 With prompting and support, identify the illustrator.</b> <b>K.RL.c6 With prompting and support define the role of the illustrator.</b>

Integration of Knowledge and Ideas

K.RL.7	With prompting and support, explain the relationship between illustrations and the text. <b>K.HD.e2 With prompting and support, identify illustrations to aid comprehension.</b> <b>K.RL.c7 With prompting and support identify the relationship between an illustration and the story.</b>
K.RL.8	(Not applicable to literature) <b>Not applicable</b>

K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <b>K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.</b>
Range of Reading and Level of Text Complexity	
K.RL.10	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. <b>K.HD.a1 Answer questions about reading such as “Why do we read? What do we read?”</b> <b>K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.</b> <b>K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</b> <b>1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</b>
<b>Reading Standards for Informational Text</b>	
Key Ideas and Details	
K.RI.1	With prompting and support, ask and answer questions about key details in a text. <b>K.RI.d1 With prompting and support, answer questions about key details in a text.</b>
K.RI.2	With prompting and support, identify the main topic and retell key details of a text. <b>K.HD.d3 Discuss key details and main topic of a preferred text.</b> <b>K.RI.d2 With prompting and support identify the main topic.</b> <b>K.RI.d3 With prompting and support, retell/identify key details in a text.</b>
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.</b>
Craft and Structure	
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text. <b>K.RWL.a1 Ask questions about unknown words in a text.</b> <b>K.RWL.a2 Answer questions about unknown words in a text.</b>
K.RI.5	With prompting and support, know and use various text features. <b>K.RI.b2 Distinguish front of book from back of book.</b> <b>K.RI.b3 Identify the title of an informational text or the title page.</b> <b>K.RL.b2 Distinguish front of book from back of book.</b> <b>K.RL.b3 Identify the title of a story or poem or the title page.</b>
K.RI.6	Identify the author and illustrator and define the role of each in an informational text. <b>K.RI.g1 Identify the author’s purpose in an informational text.</b>

Integration of Knowledge and Ideas	
K.RI.7	<p>With prompting and support, describe the relationship between illustrations and the text in an informational text.</p> <p><b>K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.</b></p> <p><b>K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</b></p>
K.RI.8	<p>With prompting and support, identify the details/evidence an author gives to support points in a text.</p> <p><b>K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.</b></p>
K.RI.9	<p>With prompting and support, compare and contrast two texts on the same topic (similarities and differences).</p> <p><b>K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).</b></p>
Range of Reading and Level of Text Complexity	
K.RI.10	<p>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.)</p> <p>b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.</p> <p><b>K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.</b></p> <p><b>K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</b></p> <p><b>K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed</b></p> <p><b>1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.</b></p>

## Reading Standards: Foundational Skills

### Print Concepts

K.RF.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"><li>Follow words from left to right, top to bottom, and page by page.</li><li>Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>Understand that words are separated by spaces in print.</li><li>Recognize and name all upper- and lowercase letters of the alphabet.</li><li>Identify the front cover, back cover, and title page of a book.</li><li>Identify the front cover, back cover, and title page of a book.</li></ol> <p><b>K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.</b></p> <p><b>K.RL.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.</b></p> <p><b>K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.</b></p> <p><b>K.RL.b5 During shared reading activities, indicate need to turn the page for continued reading of a story/text.</b></p> <p><b>K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</b></p> <p><b>K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</b></p> <p><b>K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Tony").</b></p> <p><b>K.RI.b9 Recognize that words are separated by spaces in print.</b></p> <p><b>K.RL.b9 Recognize that words are separated by spaces in print.</b></p> <p><b>K.RWL.b1 Identify or name uppercase letters of the alphabet.</b></p> <p><b>K.RWL.b2 Identify or name lowercase letters of the alphabet.</b></p>
--------	--

### Phonological Awareness

K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>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/.)</li> </ol> <p><b>K.RI.b7 Identify familiar written words when spoken</b></p> <p><b>K.RWL.b5 Recognize rhyming words.</b></p> <p><b>K.RWL.b6 Produce rhyming words.</b></p> <p><b>K.RWL.b7 Count syllables in spoken words.</b></p> <p><b>K.RWL.b9 Blend and segment onsets and rimes of single-syllable spoken words.</b></p> <p><b>K.RWL.b8 Blend and segment syllables in spoken words.</b></p> <p><b>K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).</b></p> <p><b>K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).</b></p> <p><b>K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b></p>
Phonics and Word Recognition	
K.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant.</li> <li>Associate the long and short sounds for the five vowels.</li> <li>Read grade-level appropriate high-frequency words by sight.</li> </ol> <p><b>K.RWL.b3 Recognize the sound(s) for each letter.</b></p> <p><b>K.RWL.b4 Produce the sound(s) for each letter.</b></p> <p><b>K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.</b></p> <p><b>K.RWL.d1 Read common Kindergarten high frequency words by sight.</b></p> <p><b>K.RWL.c2 Identify the sound that differs between two similarly spelled words.</b></p>
Fluency	
K.RF.4	<p>Read emergent-reader texts with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p><b>K.RWL.d2 Participate in reading emergent-reader texts.</b></p>

Writing Standards	
Text Types and Purposes	
K.W.1	<p>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.</p> <p><b>K.WP.a2 Draw, dictate, or write an idea about a topic.</b>  <b>K.WP.b1 State an opinion or preference about the topic.</b>  <b>K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.</b></p>
K.W.2	<p>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.</p> <p><b>K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.</b>  <b>K.WI.c1 Use a combination of drawing, dictating, and writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).</b>  <b>K.WI.h1 Organize information on a topic that includes two pieces of relevant content.</b></p>
K.W.3	<p>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.</p> <p><b>K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).</b>  <b>K.WL.d1 Write, dictate, or draw about an event.</b>  <b>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</b></p>
Production and Distribution of Writing	
K.W.4	<p>(Begins in grade 3)  <b>Not applicable</b></p>
K.W.5	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.</p> <p><b>K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</b>  <b>K.WL.g1 With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing.</b>  <b>K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</b></p>
K.W.6	<p>With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.</p> <p><b>K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.</b></p>

Research to Build and Present Knowledge	
K.W.7	Participate in shared research and writing projects. <b>K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b>
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. <b>K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.</b> <b>K.WI.d1 Identify various sources that can be used to (e.g., highlight, quote or paraphrase from source) gather information or to answer questions (e.g., how do we find out).</b> <b>K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.</b> <b>K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote, or paraphrase from source) to answer a question.</b> <b>K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.</b> <b>K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.</b> <b>K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.</b>
K.W.9	(Begins in grade 4) <b>No CCC developed for this standard.</b>
Range of Writing	
K.W.10	(Begins in grade 1) <b>No CCC developed for this standard.</b>
Speaking and Listening Standards	
Comprehension and Collaboration	
K.SL.1	Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. <b>K.HD.c1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>
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. <b>K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.</b> <b>K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.</b>
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>

Presentation of Knowledge and Ideas	
K.SL.4	Describe familiar people, places, things, and events. With prompting and support, provide additional detail. <b>K.WI.a1 Describe familiar people, places, things, and events orally or in writing.</b> <b>K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events.</b> <b>K.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events.</b> <b>K.WL.a3 Describe familiar people, places, things, and events orally or in writing.</b> <b>K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events.</b> <b>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</b> <b>K.WP.a3 Describe familiar people, places, things, and events orally or in writing.</b>
K.SL.5	Add drawings or other visual displays to provide additional detail. <b>K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.</b>
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly. <b>K.HD.d4 Share information from a selected permanent product or a favorite text.</b> <b>1.HD.d1 Engage in small or large group discussions by sharing one's own writing.</b>
Language Standards	
Conventions of Standard English	
K.SL.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 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. <b>K.WA.3 Print many upper- and lowercase letters.</b> <b>K.WA.4 Use high frequency nouns in dictating or writing.</b> <b>K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b> <b>K.WA.6 Complete sentences in a shared language activity.</b>
K.SL.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. <b>K.WA.7 Capitalize the first word in a sentence and the pronoun "I".</b> <b>K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).</b>
Knowledge of Language	
K.SL.3	(Begins in grade 2) <b>Not applicable</b>

Vocabulary Acquisition and Use	
K.SL.4	<p>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><b>No CCC developed for this standard.</b></p>
K.SL.5	<p>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><b>K.RWL.e1 Identify new meanings for familiar words.</b></p> <p><b>K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word.</b></p> <p><b>K.RWL.c4 Identify the meaning of common inflections and affixes.</b></p> <p><b>K.RWL.c5 Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.</b></p> <p><b>K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</b></p> <p><b>K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.</b></p> <p><b>K.RWL.f With guidance and support, use newly acquired words in real-life context.</b></p>
K.SL.6	<p>Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.</p> <p><b>K.WA.9 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b></p> <p><b>K.RWL.f With guidance and support, use newly acquired words in real-life context.</b></p>

# Core Content Connectors (CCCs)

---

**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**1<sup>st</sup> Grade**

## English Language Arts - 1<sup>st</sup> Grade Overview

**Core Content Connectors** (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

### Reading Standards for Literature

- Read purposefully and actively
- Ask and answer key questions about a text, such as who, what, when, where, why and how
- Retell stories, focusing on the main idea
- Use key details to describe the characters, setting and major events in a story
- Identify who is narrating the story

### Reading Standards for Informational Text

- Ask and answer questions about the world around them
- Retell key details of an informational text, focusing on the main idea
- Use the illustrations in a text to help explain its main idea
- Identify and use text features such as headings, tables, glossaries and icons
- Identify reasons an author gives to support an idea

### Reading Standards Foundational Skills

- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words, word endings, and different kinds of syllable types
- Read with purpose and understanding

### Writing Standards

- Write opinion and explanatory pieces, supplying reasons to support ideas
- Write stories with sequenced events and details that indicate what happened in the story
- Participate in shared research projects
- Recall information from experience or learning to answer a question
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poems, and informational texts
- Make connections across content areas into the world around them

### Speaking and Listening Standards

- Listen actively
- Participate in discussions with peers and adults
- Ask and answer questions about texts and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts and feelings in a variety of ways

### Language Standards

- Use a variety of nouns, verbs, and adjectives to express ideas
- Produce and build on complete sentences
- Capitalize dates and names of people

**South Dakota's English Language Arts Standards and Core Content Connectors – 1<sup>st</sup> Grade**

**Reading Standards for Literature**

Key Ideas and Details

1.RL.1	<p>Ask and answer questions about key details in a text.</p> <p><b>1.RL.d1 Answer questions about key details in a story (e.g., <i>who, what, when, where, why</i>).</b></p> <p><b>1.RL.d2 Ask questions about key details in a familiar story.</b></p>
1.RL.2	<p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>1.HD.d4 Retell a favorite text, including key details.</b></p> <p><b>1.RL.e2 Use details to tell what happened in a story.</b></p> <p><b>1.RL.e3 Retell the sequence of events in a story.</b></p>
1.RL.3	<p>Describe characters, settings, and major events in a story, using key details.</p> <p><b>1.RL.c3 Answer questions about the beginning, middle, and end of a story.</b></p> <p><b>1.RL.c4 Use signal words (e.g., <i>first, next, after, before</i>) and text details to describe events of a story.</b></p> <p><b>1.RL.d3 Identify and/or describe the characters from a story.</b></p> <p><b>1.RL.d4 Identify and/or describe a major event (e.g., <i>problem or solution</i>) from a story.</b></p> <p><b>1.RL.e1 Answer questions regarding key events of stories.</b></p> <p><b>1.RL.f2 Identify and/or describe a setting in a story.</b></p> <p><b>1.RL.f3 Describe feelings of characters.</b></p>

Craft and Structure

1.RL.4	<p>Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.</p> <p><b>1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.</b></p> <p><b>1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.</b></p> <p><b>1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.</b></p> <p><b>1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.</b></p>
1.RL.5	<p>Explain major differences between common types of texts.</p> <p><b>1.HD.g1 Read books to examine how certain genres are written.</b></p> <p><b>1.RL.g1 Identify the purpose of storybooks and informational text.</b></p>
1.RL.6	<p>Use illustrations and details to identify who is telling the story at various points in a text.</p> <p><b>1.RL.f1 Identify who is telling the story in a text.</b></p>

Integration of Knowledge and Ideas

1.RL.7	<p>Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>1.HD.e3 Use text features to aid comprehension.</b></p> <p><b>1.RL.c1 Explain a key illustration in the story.</b></p> <p><b>1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events.</b></p>
1.RL.8	<p>(Not applicable to literature)</p> <p><b>Not applicable</b></p>

1.RL.9	Compare and contrast the adventures and experiences of characters in stories. <b>1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories.</b>
Range of Reading and Level of Text Complexity	
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. <b>1.HD.b1 Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes.</b>
<b>Reading Standards for Informational Text</b>	
Key Ideas and Details	
1.RI.1	Ask and answer questions about key details in a text. <b>1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.</b>
1.RI.2	Identify the main topic and retell key details of a text. <b>1.HD.d5 Discuss key details and main topic of a preferred text.</b> <b>1.RI.d2 Identify the main topic of an informational text.</b> <b>1.RI.d3 Retell/identify key details in an informational text.</b>
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.</b>
Craft and Structure	
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.</b> <b>1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.</b> <b>1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.</b> <b>1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.</b>
1.RI.5	Know and use various text features to locate key facts or information in a text. <b>1.HD.e2 Identify text features to aid comprehension.</b> <b>1.HD.e3 Use text features to aid comprehension.</b> <b>1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.</b>
1.RI.6	Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text. <b>1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b>
Integration of Knowledge and Ideas	
1.RI.7	Use the illustrations and details in a text to describe its key ideas. <b>1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.</b>

1.RI.8	Identify the details/evidence an author gives to support points in a text. <b>1. RI.g1 Identify the facts and details an author gives to support points in a text.</b>
1.RI.9	Compare and contrast two texts on the same topic. <b>1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>
Range of Reading and Level of Text Complexity	
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. <b>1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</b>
<b>Reading Standards: Foundational Skills</b>	
Print Concepts	
1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <b>1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.</b> <b>1.RL.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization).</b>
Phonological Awareness	
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <b>1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words.</b> <b>1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</b> <b>1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.</b> <b>1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.</b> <b>1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.</b> <b>1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b>
Phonics and Word Recognition	
	Know and apply phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant blends and digraphs.

1.RF.3	<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><b>1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).</b></p> <p><b>1.RWL.c4 Decode regularly spelled CVC words.</b></p> <p><b>1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word.</b></p> <p><b>1.RWL.c7 Read or identify frequently occurring words with inflectional endings.</b></p> <p><b>1.RWL.d1 Recognize grade-appropriate irregularly spelled words.</b></p>
Fluency	
1.RF.4	<p>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><b>1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</b></p> <p><b>1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts.</b></p> <p><b>1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</b></p>
<b>Writing Standards</b>	
Text Types and Purposes	
1.W.1	<p>Write opinion pieces that:</p> <p>a. introduce an opinion about a topic or book they are writing about.</p> <p>b. supply a reason for the opinion.</p> <p>c. provide some sense of closure.</p> <p><b>1.WP.b1 Use descriptions and details of familiar people, places, things, and events to support an opinion.</b></p> <p><b>1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.</b></p> <p><b>1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by reasons.</b></p> <p><b>1.WP.g2 Write an opinion piece that includes a sense of closure.</b></p>
1.W.2	<p>Write informative/explanatory texts that:</p> <p>a. name a topic.</p> <p>b. supply some facts about the topic.</p> <p>c. provide some sense of closure.</p> <p><b>1.WI.b1 Write simple statement that name a topic and supplies some facts about the topic.</b></p> <p><b>1.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions.</b></p>

	<b>1.WI.h1 Provide a concluding statement or section to a permanent product.</b>
1.W.3	<p>Write narratives (e.g., story, poetry) that:</p> <ul style="list-style-type: none"> <li>a. recount two or more appropriately sequenced events.</li> <li>b. include some details regarding what happened.</li> <li>c. use words to signal event order.</li> <li>d. provide some sense of closure.</li> </ul> <p><b>1.WL.f1 Provide a title for writing that tells the central idea or focus.</b>  <b>1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.</b>  <b>1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</b>  <b>1.WL.d2 Write a narrative that includes a sense of closure.</b></p>
Production and Distribution of Writing	
1.W.4	(Begins in grade 3) <b>Not applicable</b>
1.W.5	<p>With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</b>  <b>1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</b>  <b>1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</b></p>
1.W.6	<p>With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively.</p> <p><b>1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.</b></p>
Research to Build and Present Knowledge	
1.W.7	<p>Participate in shared research and writing projects.</p> <p><b>1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).</b>  <b>1.WL.a1 Generate ideas and or opinions when participating in shared writing projects.</b></p>
1.W.8	<p>With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question.</p> <p><b>1.WI.a2 With guidance and support from adults, recall information from experiences (e.g., quote or paraphrase from source) to answer a question.</b>  <b>1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a questions (how do we find out).</b>  <b>1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.</b>  <b>1.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.</b>  <b>1.WL.a2 With guidance and support, recall information from experiences to answer a question.</b>  <b>1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.</b>  <b>1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.</b></p>

1.W.9	(Begins in grade 4) <b>Not applicable</b>
Range of Writing	
1.W.10	With guidance and support, write routinely to increase stamina. <b>No CCCs developed for this standard.</b>
<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	
1.SL.1	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. 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. <b>1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</b> <b>1.HD.c5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b> <b>1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.</b>
1.SL.2	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. <b>1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.</b> <b>1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).</b> <b>1.RL.d2 Ask questions about key details in a familiar story.</b>
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. <b>1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</b>
Presentation of Knowledge and Ideas	
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <b>1.HD.d4 Retell a favorite text, including key details.</b> <b>1.WI.a1 Describe factual information about familiar people, places, things, and events with relevant details orally or in writing.</b> <b>1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events describing subtopics of larger topics.</b> <b>1.WL.a3 Describe ideas about familiar people, places, things, and events with details orally or in writing.</b> <b>1.WL.b1. Describe people, places, things, and events with relevant details.</b> <b>1.WL.c1 Describe a single event or a series of events that includes details about what happened orally or in writing.</b> <b>1.WP.a3 Describe familiar people, places, things, and events with details orally or in writing.</b>
1.SL.5	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. <b>1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.</b>
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) <b>1.HD.d1 Engage in small or large group discussions by sharing one's own writing.</b> <b>1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.</b>
<b>Language Standards</b>	

Conventions of Standard English	
1.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>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).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> <p><b>1.WA.4 Print upper- and lowercase letters.</b></p> <p><b>1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.</b></p> <p><b>1.WA.5 Use frequently occurring nouns in dictating or writing.</b></p> <p><b>1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>) in writing.</b></p> <p><b>1.WA.9 Use verbs to convey a sense of past present or future in writing.</b></p> <p><b>1.WA.7 Use frequently occurring adjectives in dictating or writing.</b></p> <p><b>1.WA.11 Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) in writing.</b></p> <p><b>1.WA.10 Use frequently occurring prepositions (e.g., <i>on, in</i>) in dictating or writing.</b></p> <p><b>1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b></p>
1.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates</li> <li>d. Use conventional spelling for words with common spelling patterns.</li> <li>e. Spell grade-appropriate high-frequency words</li> <li>f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> <p><b>1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people.</b></p> <p><b>1.WA.15 Use end punctuation for sentences.</b></p> <p><b>1.WA.16 Use conventional spelling for words with common spelling patterns.</b></p>
Knowledge of Language	
1.L.3	(Begins in grade 2) <b>Not applicable</b>
Vocabulary Acquisition and Use	

1.L.4	<p>Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul> <p><b>1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.</b>  <b>1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.</b></p>
1.L.5	<p>With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes</li> <li>c. Identify real-life connections between words and their use.</li> <li>d. Distinguish r differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings.</li> </ul> <p><b>1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).</b>  <b>1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</b>  <b>1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</b>  <b>1.RWL.f1 With guidance and support, use newly acquired words in real-life context.</b></p>
1.L.6	<p>Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.</p> <p><b>1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</b>  <b>1.RWL.f1 With guidance and support, use newly acquired words in real-life context.</b>  <b>1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships.</b></p>

# Core Content Connectors (CCCs)

---

**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**2<sup>nd</sup> Grade**

## English Language Arts - 2<sup>nd</sup> Grade Overview

**Core Content Connectors** (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

### Reading Standards for Literature

- Independently and proficiently read and understand a variety of literature from multiple cultures
- Identify key characteristics of literature
- Describe the overall structure of a story or poem
- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a story or poem
- Determine the central idea of a story or poem
- Compare and contrast versions of the same story by different authors or cultures

### Reading Standards for Informational Text

- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a text
- Identify main idea of a multi-paragraph text, including what an author wants to explain, describe, or answer
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare and contrast important points between two texts of the same topic

### Reading Standards Foundational Skills

- Read words with common prefixes and suffixes
- Read irregularly spelled words
- Read with purpose and understanding

### Writing Standards

- Write opinion and explanatory pieces that include reasons to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, details that describe actions and thoughts, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Participate in shared research projects
- Gather information from provided sources to answer a question

### Speaking and Listening Standards

- Engage in a range of discussions with different partners, listening actively and speaking clearly
- Ask and answer questions about information from readings and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts, and feelings in a variety of ways

### Language

- Use correct grammar when writing or speaking
- Use understanding of root words, prefixes, and suffixes to determine the meaning of unfamiliar words
- Use glossaries and dictionaries to determine the meaning of unknown words

**South Dakota's English Language Arts Standards and Core Content Connectors - 2<sup>nd</sup> Grade**

**Reading Standards for Literature**

Key Ideas and Details

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.  
**2.RL.d1 Answer *who, what, where, when, why, and how* questions from stories.**

2.RL.2 Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.  
**2.RL.e1 Use details to recount stories, including fables and folktales from diverse cultures.**  
**2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures.**  
**2.HD.d1 Retell a favorite text, including key details.**

2.RL.3 Describe how characters in a story respond to major events and challenges.  
**2.RL.d2 Describe or select a description of a major event or problem in a story.**  
**2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story.**

Craft and Structure

2.RL.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.  
**No CCCs developed for this standard.**

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).  
**2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story.**  
**2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story.**  
**2.RL.c5 Use signal words (e.g., *then, while, because, when, after-before, later*) to describe event sequence, actions, and interactions in a story.**  
**2.HD.g1 Read books to examine how to write certain genres.**

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.  
**2.RL.f2 Identify different points of view different characters in a story. (e.g., who thinks it is a bad idea to play a joke on a friend?)**

Integration of Knowledge and Ideas

2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  
**2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story.**  
**2.RL.f1 Use information gained from illustrations to describe elements within the setting.**  
**2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted.**  
**2.RL.f4 Use information gained from illustrations to describe a relationships between characters (e.g., mother/daughter, love/hate).**  
**2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events.**

2.RL.8	(Not applicable to literature) <b>Not applicable</b>
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. <b>2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</b> <b>2.RL.g2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.</b>
Range of Reading and Level of Text Complexity	
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. <b>2.HD.b1 Choose information or narrative text or adapted text to read and reread, listen to, or view for leisure purposes.</b>
<b>Reading Standards for Informational Text</b>	
Key Ideas and Details	
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. <b>2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.</b>
2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>2.RI.d2 Identify the main topic of a multi-paragraph informational text.</b> <b>2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.</b>
2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <b>2.RI.f2 Identify the sequence of events in an informational text.</b> <b>2.RI.f3 Identify the steps in a process in an informational text.</b> <b>2.RI.f4 Identify the cause and effect relationships in an informational text.</b>
Craft and Structure	
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <b>2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</b>
2.RI.5	Know and use various text features to locate key facts or information in a text efficiently. <b>2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently.</b> <b>2.HD.e1 Identify text features to aid comprehension.</b> <b>2.HD.e2 Use text features to aid comprehension.</b>
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <b>2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.</b>
Integration of Knowledge and Ideas	

2.RI.7	<p>Explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text.</p> <p><b>2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.</b></p> <p><b>2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas.</b></p>
2.RI.8	<p>Describe how details/evidence support specific points the author makes in a text.</p> <p><b>2. RI.g2 Identify the facts and details an author gives to support points in a text.</b></p> <p><b>2.RI.g3 Describe how facts and details support specific points the author makes in a text.</b></p>
2.RI.9	<p>Compare and contrast the main ideas presented by two texts on the same topic.</p> <p><b>2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.</b></p>
Range of Reading and Level of Text Complexity	
2.RI.10	<p>By the end of the year, read and comprehend a variety of 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, and knowledge demands).</p> <p>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</p> <p><b>2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.</b></p> <p><b>2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</b></p> <p><b>2.HD.d4 Discuss key details and main topic of a preferred text.</b></p>
<b>Reading Standards: Foundational Skills</b>	
Phonics and Word Recognition	
2.RF.1	<p>There is not a grade 2 standard for this concept. Please see preceding grades for more information.</p> <p><b>Not applicable</b></p>
2.RF.2	<p>There is not a grade 2 standard for this concept. Please see preceding grades for more information.</p> <p><b>Not applicable</b></p>

2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels and short vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate high frequency words.</li> </ul> <p><b>2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</b></p> <p><b>2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words.</b></p> <p><b>2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b></p> <p><b>2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.</b></p> <p><b>2.RWL.c3 Decode regularly spelled one-syllable words with long vowels.</b></p> <p><b>2.RLW.c4 Decode regularly spelled two-syllable words with long vowels.</b></p> <p><b>2.RWL.c5 Decode words with common prefixes and suffixes.</b></p> <p><b>2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.</b></p> <p><b>2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.</b></p>
Fluency	
2.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</b></p> <p><b>2.RWL.d2 Identify grade level words with accuracy and on successive attempts.</b></p> <p><b>2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</b></p> <p><b>2.RWL.e3 Use context to confirm or self-correct word recognition.</b></p>
<b>Writing Standards</b>	
Text Types and Purposes	
2.W.1	<p>Write opinion pieces that:</p> <ul style="list-style-type: none"> <li>a. introduce an opinion about a topic or book they are writing about.</li> <li>b. state an opinion.</li> <li>c. supply reasons that support the opinion.</li> <li>d. use grade level appropriate linking words connect the opinion and reasons.</li> <li>e. provide a concluding statement or section.</li> </ul> <p><b>2.WP.b1 State an opinion or preference about the topic or text and at least one reason for the opinion.</b></p> <p><b>2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.</b></p>

	<p><b>2.WP.f1 Write, draw, or dictate an opinion statement, several reasons that support the opinion, and a concluding statement about a topic or book of interest.</b></p> <p><b>2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.</b></p>
2.W.2	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>introduce a topic.</li> <li>use facts and definitions to develop points.</li> <li>use grade level appropriate linking words and phrases to connect ideas.</li> <li>provide a concluding statement or section.</li> </ol> <p><b>2.WI.b1 Write statements that name a topic and supplies some facts about the topic.</b></p> <p><b>2.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions.</b></p> <p><b>2.WI.h1 Order factual statements to describe a sequence of events or explain a procedure.</b></p> <p><b>2.WI.h2 Provide a concluding statement or section to a permanent product.</b></p>
2.W.3	<p>Write narratives (e.g., story, poetry) that:</p> <ol style="list-style-type: none"> <li>recount a well-elaborated event or short sequence of events.</li> <li>include details to describe actions, thoughts, and feelings.</li> <li>use temporal words to signal event order and provide a sense of closure.</li> </ol> <p><b>2.WL.c1 Tell about a single event or a series of events that describes actions, thoughts, or feelings.</b></p> <p><b>2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</b></p> <p><b>2.WL.f1 Provide a title for writing that tells the central idea or focus.</b></p> <p><b>2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.</b></p> <p><b>2.WL.d2 Write a narrative that includes a sense of closure.</b></p>
Production and Distribution of Writing	
2.W.4	<p>(Begins in grade 3)</p> <p><b>Not applicable</b></p>
2.W.5	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>2.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</b></p> <p><b>2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</b></p> <p><b>2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</b></p>
2.W.6	<p>With guidance and support, use a variety of digital tools to produce and publish writing, both individually and collaboratively.</p> <p><b>2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.</b></p>
Research to Build and Present Knowledge	

2.W.7	<p>Participate in shared research and writing projects.</p> <p><b>2.WI.d2 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></p> <p><b>2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.</b></p>
2.W.8	<p>Use background knowledge and/or information gathered from sources to respond in writing to a question.</p> <p><b>2.WI.a2 Recall information from experiences (e.g., highlight, quote or paraphrase from source) to answer a question.</b></p> <p><b>2.WI.d1 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.</b></p> <p><b>2.WL.a2 Recall information from experiences to answer a question.</b></p> <p><b>2.WP.a3 Recall information from experiences to answer a question.</b></p> <p><b>2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote, or paraphrase from text or discussion) to answer a question.</b></p> <p><b>2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic.</b></p> <p><b>2.WP.d2 Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion.</b></p> <p><b>2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.</b></p>
2.W.9	<p>(Begins in grade 4)</p> <p><b>Not applicable</b></p>
Range of Writing	
2.W.10	<p>Write routinely to increase stamina.</p> <p><b>No CCCs developed for this standard.</b></p>
<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	
2.SL.1	<p>Participate in collaborative conversations about grade level topics and texts with peers and adults.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Build on others' talk in conversations by linking comments to the remarks of others.</p> <p>c. Ask for clarification and explanation to better understand topics and texts under discussion.</p> <p><b>2.HD.c1 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).</b></p> <p><b>2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.</b></p>
2.SL.2	<p>Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.</p> <p><b>2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.</b></p> <p><b>2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.</b></p>
2.SL.3	<p>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.</p> <p><b>2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</b></p>
Presentation of Knowledge and Ideas	

2.SL.4	<p>Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.</p> <p><b>2.HD.d3 Engage in small or large group discussions by sharing one's own writing.</b></p> <p><b>2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and events with details orally or in writing.</b></p> <p><b>2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.</b></p> <p><b>2.WL.a3 Describe ideas about familiar people, places, things, and events.</b></p> <p><b>2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details.</b></p> <p><b>2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.</b></p> <p><b>2.WP.a2 Describe familiar people, places, things, and events with details orally or in writing.</b></p>
2.SL.5	<p>Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.</p> <p><b>2.WA.4 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.</b></p>
2.SL.6	<p>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.)</p> <p><b>2.WA.5 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.</b></p>
<b>Language Standards</b>	
Conventions of Standard English	
2.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print letters correctly and fluently.</p> <p>b. Space words and sentences properly so that writing can be read easily by others.</p> <p>c. Use collective nouns (e.g., group, herd, class).</p> <p>d. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>e. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>f. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>g. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. 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> <p><b>2.WA.6 Use collective and irregular plural nouns in writing.</b></p> <p><b>2.WA.7 Use past tense irregular verbs in writing.</b></p> <p><b>2.WA.9 Use reflexive pronouns (e.g., myself, ourselves) in writing.</b></p> <p><b>2.WA.8 Use adjectives and adverbs in writing.</b></p> <p><b>2.WA.10 Produce and expand upon simple or compound sentences.</b></p>

2.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters. Use commas to separate single words in a series.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Spell grade appropriate high frequency words correctly.</li> <li>generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).</li> <li>Consult print and digital reference materials, as needed to check and correct spellings</li> </ol> <p><b>2.WA.14 Capitalize dates, name of people, holidays, product names, and geographic names.</b>  <b>2.WA.12 Use end punctuation for sentences.</b>  <b>2.WA.13 Use conventional spelling for words with common spelling patterns.</b>  <b>2.WA.1 Use end punctuation for sentences.</b></p>
Knowledge of Language	
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English.</p> <p><b>No CCCs developed for this standard.</b></p>
Vocabulary Acquisition and Use	
2.L.4	<p>Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of words when a prefix is added (e.g., happy/unhappy, tell/retell).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>Use print and digital reference materials to determine or clarify the meaning of words and phrases.</li> </ol> <p><b>2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase.</b>  <b>2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root.</b>  <b>2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words.</b>  <b>2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.</b>  <b>2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.</b></p>
2.L.5	<p>Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ol> <p><b>2.RWL.f1 Use newly acquired words in real-life context.</b>  <b>2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.</b>  <b>2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing intensity by defining them or acting out their meaning.</b></p>
2.L.6	<p>Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.</p> <p><b>2.WA.15 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</b>  <b>2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).</b></p>

	<p><b>2.RWL.f1 Use newly acquired words in real-life context.</b></p> <p><b>2.RWL.f2 Use adjectives to describe nouns.</b></p> <p><b>2.RWL.f3 Use adverbs to describe verbs.</b></p>
--	--

# Core Content Connectors (CCCs)

---

**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**3<sup>rd</sup> Grade**

## English Language Arts - 3<sup>rd</sup> Grade Overview

**Core Content Connectors** (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

### Reading Literature Standards

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level literature
- Demonstrate understanding of how parts of a text, such as chapters, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Distinguish their point of view from that of the narrator or characters
- Compare and contrast themes, settings, and plots of stories

### Reading Informational Standards

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Demonstrate understanding of how parts of a text, such as specific paragraphs, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text
- Compare and contrast the most important points from two texts on the same topic

### Reading Foundational Skills

- Read words with common prefixes and suffixes, focusing on Latin suffixes
- Read irregularly spelled words
- Read text with purpose and understanding, self-monitoring understanding

### Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

### Speaking and Listening Standards

- Engage in a range of collaborative discussions by asking and answering questions, reporting on topics
- Speak in complete sentences when appropriate to task and audience

### Language Standards

- Demonstrate proper usage of pronouns, adjectives, adverbs, and other parts of speech
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionary

**South Dakota's English Language Arts Standards and Content Core Connectors – 3<sup>rd</sup> Grade**

**Reading Standards for Literature**

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. <b>3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</b> <b>3.RL.i2 Answer questions (literal and inferential) and refer to text to support your answer.</b> <b>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</b>
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. <b>3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</b> <b>3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.</b> <b>3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.</b>
3.RL.3	Describe characters in a story and explain how their actions contribute to the plot. <b>3.RL.h2 Explain how characters' actions contribute to the sequence of events/plot.</b> <b>3.RL.l1 Describe a character's traits in a story using details from the text and illustrations.</b> <b>3.RL.l2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.</b> <b>3.RL.l3 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.</b> <b>3.RL.l4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).</b> <b>3.RL.m1 Analyze how a character's point of view influences a conflict within a text.</b>

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. <b>3.RWL.k2 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.</b> <b>3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>
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. <b>3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).</b> <b>3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).</b>
3.RL.6	The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters. <b>3.RL.j4 Identify narrator or character's point of view.</b> <b>3.RL.j5 Identify own point of view.</b> <b>3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.</b>

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. <b>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</b> <b>3.RL.m2 Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.</b>
3.RL.8	(Not applicable to literature) <b>Not applicable</b>
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. <b>3.HD.h2 Compare two or more texts or adapted texts on the same topic or by the same author.</b>
Range of Reading and Level of Text Complexity	
3.RL.10	By the end of the year, read and comprehend a variety of literary texts. 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 texts for personal enjoyment, interest, and academic tasks. <b>3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text.</b>
Reading Standards for Informational Text	
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. <b>3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b> <b>3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b>
3.RI.2	Determine the main idea of a text; identify the key details and explain how they support the main idea. <b>3.RI.i2 Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.</b> <b>3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.</b> <b>3.RI.n1 Identify facts that an author uses to support a specific point or opinion.</b>
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. <b>No CCCs developed for this standard.</b>
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. <b>3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>

3.RI.5	Use text features and search tools to locate information relevant to a given topic efficiently. <b>3.RI.h1 Identify the purpose of a variety of text features.</b> <b>3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question.</b> <b>3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.</b>
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. <b>3.RI.k1 Identify the author's purpose in an informational text.</b> <b>3.RI.k2 Identify own point of view about a topic.</b> <b>3.RI.k3 Compare own point of view to that of the author.</b>
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. <b>3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions.</b> <b>3.RI.i1 Identify information learned from illustrations and information learned from the words in an informational text.</b> <b>3.RI.i2 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).</b> <b>3.RI.i3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.</b>
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes. <b>3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.</b> <b>3.RI.j2 Describe the connection between sentences and paragraphs in a text.</b>
3.RI.9	Compare and contrast the main ideas and key details presented in two texts on the same topic. <b>3.HD.h2 Compare two or more texts on the same topic or by the same author.</b> <b>3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.</b>
Range of Reading and Level of Text Complexity	
3.RI.10	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently. 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. <b>3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.</b>
<b>Reading Standards: Foundational Skills</b>	
Phonics and Word Recognition	
3.RF.1	There is not a grade 3 standard for this concept. Please see preceding grades for more information. <b>Not applicable</b>
3.RF.2	There is not a grade 3 standard for this concept. Please see preceding grades for more information. <b>Not applicable</b>

3.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate high frequency words.</li> </ul> <p><b>3.RWL.g1 Identify the meaning of most common prefixes.</b>  <b>3.RWL.g2 Identify the meaning of most common suffixes.</b>  <b>3.RWL.g5 Decode multi-syllable words.</b>  <b>3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</b>  <b>3.RWL.g3 Decode regularly spelled one-syllable words with long vowels.</b>  <b>3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.</b></p>
Fluency	
3.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</b>  <b>3.RWL.h2 Identify grade level words with accuracy.</b>  <b>3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</b>  <b>3.RWL.i1 Use context to confirm or self-correct word recognition.</b></p>
<b>Writing Standards</b>	
Text Types and Purposes	
3.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use grade level appropriate linking words and phrases to connect opinion and reasons.</li> <li>d. Provide a conclusion.</li> </ul> <p><b>3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</b>  <b>3.WP.l1 Provide reasons or facts that support a stated opinion.</b>  <b>3.WP.m1 Use linking words and phrases that connect the opinions and reasons.</b>  <b>3.WP.n1 Provide a concluding statement or section.</b></p>

3.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use grade level appropriate linking words and phrase to connect ideas within categories of information.</p> <p>d. Provide a conclusion.</p> <p><b>3.WI.m1 Introduce a topic and group related information together.</b></p> <p><b>3.WI.o1 Develop the topic (e.g., offer additional information which supports the topic) by using relevant facts, definitions, and details.</b></p> <p><b>3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.</b></p> <p><b>3.WI.l3 Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</b></p> <p><b>3.WI.q1 Provide a concluding statement or section to summarize the information presented.</b></p>
3.W.3	<p>Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. 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.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure conclusion (when appropriate to the genre).</p> <p><b>3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.</b></p> <p><b>3.WL.j2 Sequence events in writing that unfold naturally.</b></p> <p><b>3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.</b></p> <p><b>3.WL.l1 Use temporal words and phrases to signal event order.</b></p> <p><b>3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</b></p>
Production and Distribution of Writing	
3.W.4	<p>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.)</p> <p><b>3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</b></p> <p><b>3.WL.o1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</b></p> <p><b>3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.</b></p>

3.W.5	<p>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.)</p> <p><b>3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</b></p> <p><b>3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).</b></p> <p><b>3.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>3.WL.i2 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</b></p> <p><b>3.WI.l6 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</b></p> <p><b>3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.</b></p> <p><b>3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).</b></p> <p><b>3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).</b></p> <p><b>3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</b></p> <p><b>3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</b></p> <p><b>3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</b></p>
3.W.6	<p>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>3.WA2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</b></p> <p><b>3.WA1 Develop keyboarding skills.</b></p>
Research to Build and Present Knowledge	
3.W.7	<p>Conduct short research projects that build knowledge about a topic.</p> <p><b>3.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b></p>

3.W.8	<p>Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>3.WP.i1 Recall relevant information from experiences for use in writing.</b></p> <p><b>3.WL.h1 Recall information from experiences for use in writing.</b></p> <p><b>3.WP.j1 Gather facts (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.</b></p> <p><b>3.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.</b></p> <p><b>3.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).</b></p> <p><b>3.WI.k3 Locate important points on a single topic from two informational texts or sources.</b></p> <p><b>3.WI.n1 Identify key details in an informational text.</b></p> <p><b>3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</b></p> <p><b>3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</b></p> <p><b>3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.</b></p> <p><b>3.WI.l4 Sort evidence collected from print and/or digital sources into provided categories.</b></p> <p><b>3.WL.i3 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.</b></p>
3.W.9	<p>(Begins in grade 4)</p> <p><b>Not applicable</b></p>
Range of Writing	
3.W.10	<p>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.</p> <p><b>No CCCs developed for this standard.</b></p>
<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	
3.SL.1	<p>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><b>3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.</b></p> <p><b>3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</b></p> <p><b>3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.</b></p> <p><b>3.HD.i4 Express ideas and understanding in light of collaborative discussions.</b></p>

3.SL.2	<p>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><b>3.RI.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>3.RI.i2 Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>3.RI.i3 Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p>
3.SL.3	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</b></p>
Presentation of Knowledge and Ideas	
3.SL.4	<p>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><b>3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.</b></p> <p><b>3.WP.m2 Elaborate on each fact or opinion given in support of a claim with relevant details.</b></p>
3.SL.5	<p>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><b>3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.</b></p>
3.SL.6	<p>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><b>No CCCs developed for this standard.</b></p>
<b>Language Standards</b>	
Conventions of Standard English	

3.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Write legibly in <b>print or cursive</b>, using appropriate spacing and margins.</li> <li>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Use abstract nouns (e.g., childhood).</li> <li>Form and use regular and irregular verbs.</li> <li>Form and use the simple) verb tenses (e.g., I walked; I walk; I will walk)</li> <li>Ensure subject-verb and pronoun-antecedent agreement.</li> <li>Form and use adverbs and adjectives (comparative and superlative).</li> <li>Use coordinating and subordinating conjunctions.</li> <li>Produce simple, compound, and complex sentences</li> </ol> <p><b>3.WA.4 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</b>  <b>3.WA.6 Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs.</b>  <b>3.WA.7 Write sentences using correct subject-verb and pronoun-antecedent agreement.</b>  <b>3.WA.5 Use simple and compound sentences in informative/explanatory writing.</b></p>
3.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> <li>Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.</li> </ol> <p><b>3.WA.8 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</b>  <b>3.WA.11 Use commas accurately in addresses or dialogue within writing.</b>  <b>3.WA.9 Use quotation marks within writing.</b>  <b>3.WA.10 Use conventional spelling (e.g., <i>sitting, smiled, cries</i>) and spelling patterns (e.g., <i>word families, syllable patterns, ending rules</i>) in writing high frequency and/or previously learned words.</b>  <b>2.WA.14 Capitalize dates, name of people, holidays, product names, and geographic names.</b></p>
Knowledge of Language	
3.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for effect.</li> <li>Recognize and observe differences between formal and informal English.</li> </ol> <p><b>3.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</b></p>
Vocabulary Acquisition and Use	

3.L.4	<p>Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of words when affixes are added.</li> <li>c. Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use print and digital reference materials to determine or clarify meaning of words and phrases</li> </ul> <p><b>3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</b>  <b>3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word.</b>  <b>3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.</b>  <b>3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.</b></p>
3.L.5	<p>Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul> <p><b>3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.</b>  <b>3.RWL.j1 Use newly acquired words in real-life context.</b>  <b>3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.</b></p>
3.L.6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.</p> <p><b>3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately.</b>  <b>3.RWL.j3 Use newly acquired domain-specific words and phrases accurately.</b>  <b>3.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within informational writing.</b></p>

# Core Content Connectors (CCCs)

---

**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**4<sup>th</sup> Grade**

## English Language Arts - 4<sup>th</sup> Grade Overview

**Core Content Connectors (CCCs)** are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

### Reading Standards for Literature

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Use key details to determine a theme of a text
- Use details from texts in order to make inferences, to make comparisons, and to connect ideas
- Refer to the text when asking or answering a question
- Explore the differences between poems, plays, and stories
- Determine the meaning of key words and phrases in a text
- Compare how similar ideas and themes are presented in texts from different cultures

### Reading Standards for Informational Text

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Determine how the structure and presentation helps to organize the ideas and details in the text
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare, contrast, and integrate information from multiple texts or sources
- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text

### Reading Standards Foundational Skills

- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

### Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects that address different parts of a topic
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

### Speaking and Listening Standards

- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials
- Paraphrase information from a wide range of sources
- Orally report on a topic or text

### Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

**South Dakota's English Language Arts Standards and Core Content Connectors – 4<sup>th</sup> Grade**

**Reading Standards for Literature**

Key Ideas and Details

4.RL.1	Explain what a text says explicitly and draw inferences by referring to details and examples in the text. <b>4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</b> <b>4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.</b> <b>4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).</b>
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. <b>4.RL.i3 Use evidence from the text to summarize a story, poem or drama.</b> <b>4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.</b>
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). <b>4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</b> <b>4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.</b> <b>4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.</b>

Craft and Structure

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. <b>4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</b>
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. <b>4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).</b> <b>4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).</b>
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. <b>4.RL.m1 Determine the author's point of view (first- or third- person).</b> <b>4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</b>

Integration of Knowledge and Ideas	
4.RL.7	<p>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.</p> <p><b>4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.</b></p> <p><b>4.RL.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.</b></p> <p><b>4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.</b></p>
4.RL.8	<p>(Not applicable to literature)</p> <p><b>Not applicable</b></p>
4.RL.9	<p>Compare and contrast the author's approach to similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p><b>4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories myths, and traditional literature from different cultures.</b></p> <p><b>4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</b></p>
Range of Reading and Level of Text Complexity	
4.RL.10	<p>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><b>4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text and adapted text.</b></p>
Reading Standards for Informational Text	
Key Ideas and Details	
4.RI.1	<p>Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</p> <p><b>4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly.</b></p> <p><b>4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.</b></p>
4.RI.2	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>4.RI.i3 Determine the main idea of an informational text.</b></p> <p><b>4.RI.i4 Identify supporting details of an informational text.</b></p>
4.RI.3	<p>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.</p> <p><b>No CCCs developed for this standard.</b></p>
Craft and Structure	
4.RI.4	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</b></p>

4.RI.5	<p>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).</p> <p><b>4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).</b></p> <p><b>4.RI.j2 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.</b></p> <p><b>4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.</b></p> <p><b>4.RI.h1 Use text features(keywords, glossary) to locate information relevant to a given topic or question.</b></p> <p><b>4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.</b></p>
4.RI.6	<p>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.</p> <p><b>4.RI.k1 Determine if information in a text is firsthand or secondhand.</b></p> <p><b>4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.</b></p>
Integration of Knowledge and Ideas	
4.RI.7	<p>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.</p> <p><b>4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.</b></p> <p><b>4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.</b></p> <p><b>4.RI.l1 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.</b></p> <p><b>4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.</b></p>
4.RI.8	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.</b></p> <p><b>4.RI.k5 Identify reasons that the author uses to support ideas in an informational text.</b></p> <p><b>4.RI.n1 Identify facts that an author uses to support a specific point or opinion.</b></p>
4.RI.9	<p>Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.</p> <p><b>4.HD.h2 Report out about two or more texts on the same self-selected topic.</b></p> <p><b>4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.</b></p>
Range of Reading and Level of Text Complexity	
4.RI.10	<p>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><b>4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.</b></p>
<b>Reading Standards: Foundational Skills</b>	

Phonics and Word Recognition	
4.RF.1	There is not a grade 4 standard for this concept. Please see preceding grades for more information. <b>Not applicable</b>
4.RF.2	There is not a grade 4 standard for this concept. Please see preceding grades for more information. <b>Not applicable</b>
4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all lettersound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. <b>4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.</b> <b>4.RWL.h2 Identify grade level words with accuracy and on successive attempts.</b> <b>4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</b>
Fluency	
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. <b>4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</b> <b>4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</b> <b>4.RWL.i1 Use context to confirm or self-correct word recognition.</b>
Writing Standards	
Text Types and Purposes	
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. Provide reasons that are supported by facts and details. c. Link opinion and reasons using grade-level appropriate words and phrases. d. Provide a conclusion related to the opinion presented. <b>4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</b> <b>4.WP.l1 Provide reasons which include facts and details that support a stated opinion.</b> <b>4.WP.m1 Create an organizational structure that lists reasons in a logical order.</b> <b>4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</b> <b>4.WP.n1 Provide a concluding statement or section related to the opinion presented.</b>

4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within paragraphs and sections of information using grade level appropriate words and phrases.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p> <p><b>4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.</b></p> <p><b>4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</b></p> <p><b>4.WI.p1 Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.</b></p> <p><b>4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</b></p> <p><b>4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>4.WI.q1 Provide a concluding statement or section to support the information presented.</b></p>
4.W.3	<p>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> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).</p> <p><b>4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.</b></p> <p><b>4.WL.j2 Sequence events in writing that unfold naturally.</b></p> <p><b>4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.</b></p> <p><b>4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.</b></p> <p><b>4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.</b></p> <p><b>4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</b></p>
Production and Distribution of Writing	
4.W.4	<p>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).</p> <p><b>4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</b></p> <p><b>4.WL.o1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</b></p> <p><b>4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</b></p>

4.W.5	<p>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).</p> <p><b>4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</b></p> <p><b>4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).</b></p> <p><b>4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</b></p> <p><b>4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</b></p> <p><b>4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.</b></p> <p><b>4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</b></p> <p><b>4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p> <p><b>4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</b></p> <p><b>4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</b></p> <p><b>4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</b></p>
4.W.6	<p>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.</p> <ol style="list-style-type: none"> <li>a. Produce and publish writing</li> <li>b. Interact and collaborate with others</li> <li>c. Demonstrate sufficient keyboarding skills to type.</li> </ol> <p><b>4.WA2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</b></p> <p><b>4.WA1 Develop keyboarding skills.</b></p>
Research to Build and Present Knowledge	
4.W.7	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>4.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b></p>

4.W.8	<p>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.</p> <p><b>4.WP.i1 Recall relevant information from experiences for use in writing.</b></p> <p><b>4.WL.h1 Recall relevant information from experiences for use in writing.</b></p> <p><b>4.WP.j1 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.</b></p> <p><b>4.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.</b></p> <p><b>4.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.</b></p> <p><b>4.WI.n1 Identify key details from an informational text.</b></p> <p><b>4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</b></p> <p><b>4.WI.l2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</b></p> <p><b>4.WI.l4 Sort evidence collected from print and/or digital sources into provided categories.</b></p> <p><b>4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.</b></p> <p><b>4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.</b></p> <p><b>4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.</b></p>
4.W.9	<p>Draw evidence from literary or informational texts to support written analysis, reflection, and research.</p> <p>a. Apply grade 4 reading standards for literature to writing.</p> <p>b. Apply grade 4 reading standards for informational texts to writing.</p> <p><b>4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</b></p>
Range of Writing	
4.W.10	<p>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.</p> <p><b>No CCCs developed for this standard.</b></p>
<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	
4.SL.1	<p>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><b>4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</b></p> <p><b>4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</b></p>

	<p><b>4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.</b></p> <p><b>4.HD.i4 Review the key ideas expressed within a collaborative discussion.</b></p>
4.SL.2	<p>Paraphrase portions of a text presented in diverse media and formats, such as visually, quantitatively, and oral formats.</p> <p><b>4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p>
4.SL.3	<p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.</b></p> <p><b>4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.</b></p>
Presentation of Knowledge and Ideas	
4.SL.4	<p>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><b>4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details</b></p> <p><b>4.WP.m3 Elaborate on each fact or opinion given in support of a claim with relevant details.</b></p>
4.SL.5	<p>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><b>4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</b></p>
4.SL.6	<p>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><b>No CCCs written for this standard.</b></p>
<b>Language Standards</b>	
Conventions of Standard English	
4.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Write legibly and fluently in <b>print or cursive</b> 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 auxiliaries 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><b>4.WA.4 Use relative pronouns and relative adverbs in writing.</b></p> <p><b>4.WA.5 Use prepositional phrases in writing.</b></p> <p><b>4.WA.6 Produce simple, compound, and complex sentences in writing.</b></p> <p><b>4.WA.7 Recognize and correct inappropriate fragments and run-on sentences.</b></p>

4.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> <p><b>4.WA.8 Use correct capitalization in writing.</b>  <b>4.WA.9 Use commas and quotation marks in writing.</b>  <b>4.WA.10 Spell words correctly in writing, consulting references as needed.</b></p>
Knowledge of Language	
4.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.</li> <li>Choose punctuation for effect.</li> <li>Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.</li> </ol> <p><b>4.WA.11 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</b></p>
Vocabulary Acquisition and Use	
4.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</li> </ol> <p><b>4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.</b>  <b>4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</b>  <b>4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.</b>  <b>4.RWL.k4 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.</b></p>
4.L.5	<p>Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>Recognize and explain the meaning of common idioms and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol> <p><b>4.RWL.k1 Identify simple similes in context.</b>  <b>4.RWL.k2 Identify simple metaphors in context.</b>  <b>4.RWL.i5 Relate words to their opposites (antonyms).</b>  <b>4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).</b>  <b>4.RWL.k3 Identify the meaning of common idioms.</b></p>

4.L.6	<p>Acquire and accurately use 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><b>4.RWL.j1 Use general academic and domain specific words and phrases accurately.</b></p> <p><b>4.WA.12 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</b></p>
-------	--

# Core Content Connectors (CCCs)

---

**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**5<sup>th</sup> Grade**

## English Language Arts - 5<sup>th</sup> Grade Overview

**Core Content Connectors** (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

### Reading Standards for Literature

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Determine themes in literary texts
- Analyze elements of literature, including an author's use of figurative language
- Quote accurately by referring to the text
- Compare and contrast different texts
- Analyze the way a text is structured

### Reading Standards for Informational Text

- Read and analyze grade appropriate informational text from a variety of content areas such as history/social studies, science and technical texts
- Determine meaning from reading informational texts
- Quote text accurately by referring to the text
- Summarize informational text accurately
- Integrate information gained from a variety of texts to determine different points of view

### Reading Standards Foundational Skills

- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

### Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Write narratives that include a clear sequence of events, descriptive

details, dialogue, and words that indicate a change in time

- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

### Speaking and Listening Standards

- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials, drawing on that preparation during the discussion
- Paraphrase information from a wide range of sources
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

### Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Demonstrate the meaning of idioms and figurative language

**South Dakota's English Language Arts Standards and Core Content Connectors - 5<sup>th</sup> Grade**

**Reading Standards for Literature**

Key Ideas and Details

5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.</b> <b>5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.</b>
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. <b>5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.</b> <b>5.RL.c2 Summarize a text from beginning to end in a few sentences.</b> <b>5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</b>
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). <b>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</b> <b>5.RL.d2 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).</b>

Craft and Structure

5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings. <b>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</b>
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. <b>5.RL.e1 Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.</b> <b>5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.</b>
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described. <b>5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described.</b> <b>5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed.</b> <b>5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text.</b> <b>5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.</b>

Integration of Knowledge and Ideas

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). <b>5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</b>
--------	---

5.RL.8	(Not applicable to literature) <b>Not applicable</b>
5.RL.9	Compare and contrast the authors' approach to similar themes and topics within the same genre. <b>5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</b>
Range of Reading and Level of Text Complexity	
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. 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 texts for personal enjoyment, interest, and academic tasks. <b>5.HD.a1 Read or be read to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels.</b> <b>5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</b>
<b>Reading Standards for Informational Text</b>	
Key Ideas and Details	
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.</b> <b>5.RI.c3 Quote accurately from a text to support inferences.</b>
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <b>5.RI.c4 Determine the main idea, and identify key details to support the main idea.</b> <b>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</b>
5.RI.3	Explain the relationships and/or interactions between two or more individuals, events, ideas, or concepts or steps in procedures in historical, scientific, or technical text. <b>5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.</b> <b>5.RI.d2 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.</b> <b>5.RI.d3 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 across texts.</b>
Craft and Structure	
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. <b>5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b>

5.RI.5	<p>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).</p> <p><b>5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</b></p> <p><b>5.RI.b2 Use signal word to identify common types of text structure.</b></p> <p><b>5.RI.d5 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.</b></p>
5.RI.6	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.</b></p>
Integration of Knowledge and Ideas	
5.RI.7	<p>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.</p> <p><b>5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.</b></p> <p><b>5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).</b></p>
5.RI.8	<p>Explain and identify how an author uses reasons and evidence to support particular points in a text.</p> <p><b>5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.</b></p> <p><b>5.RI.e3 Identify reasons and evidence that support an author's point(s) in a text.</b></p> <p><b>5.RI.a1 Identify the author's stated thesis/claim/opinion.</b></p> <p><b>5.RI.q2 Identify evidence the author uses to support stated thesis/claim/opinion.</b></p>
5.RI.9	<p>Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.</p> <p><b>5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).</b></p> <p><b>5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</b></p>
Range of Reading and Level of Text Complexity	
5.RI.10	<p>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> <p><b>5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction, and nonfiction novels.</b></p> <p><b>5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.</b></p>
<b>Reading Standards: Foundational Skills</b>	
Phonics and Word Recognition	
5.RF.1	<p>There is not a grade 5 standard for this concept. Please see preceding grades for more information.</p> <p><b>Not applicable</b></p>
5.RF.2	<p>There is not a grade 5 standard for this concept. Please see preceding grades for more information.</p>

	<b>Not applicable</b>
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. <b>5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.</b>
Fluency	
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. <b>5.RWL.a1 Use context to confirm or self-correct word recognition.</b>
<b>Writing Standards</b>	
Text Types and Purposes	
5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using grade level appropriate words, phrases, and clauses. d. Provide a conclusion related to the opinion presented. <b>5.WP.c1 Write an introduction that states own opinion within persuasive text.</b> <b>5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.</b> <b>5.WP.d1 Provide relevant facts to support stated opinion or reasons within persuasive writing.</b> <b>5.WP.e1 Link opinions and reasons using words, phrases, and clauses.</b> <b>5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.</b>

5.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p> <p><b>5.WI.c1 Write an introduction that includes context/background information, establishes a central idea or focus about a topic.</b></p> <p><b>5.WI.b3 Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</b></p> <p><b>5.WI.d1 Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>5.WI.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia appropriate to convey information about the topic.</b></p> <p><b>5.WI.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</b></p> <p><b>5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>5.WI.g1 Provide a concluding statement or section to summarize the information presented.</b></p>
5.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows the narrated experiences or events.</p> <p><b>5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.</b></p> <p><b>5.WL.c1 Organize ideas and event so that they unfold naturally.</b></p> <p><b>5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</b></p> <p><b>5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.</b></p> <p><b>5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.</b></p> <p><b>5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.</b></p> <p><b>5.WL.g1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated events.</b></p>
Production and Distribution of Writing	

5.W.4	<p>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.)</p> <p><b>5.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</b></p> <p><b>5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</b></p> <p><b>5.WP.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</b></p>
5.W.5	<p>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.)</p> <p><b>5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</b></p> <p><b>5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</b></p> <p><b>5.WI.b1 With guidance and support from peers and adults, develop a plan for writing. (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</b></p> <p><b>5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p> <p><b>5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p>
5.W.6	<p>With guidance as needed, use technology, including the internet, to enhance writing.</p> <p>a. produce and publish writing.</p> <p>b. interact and collaborate with others.</p> <p>c. demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.</p> <p><b>5.WA2 Use technology to produce and publish writing. (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</b></p> <p><b>5.WA1 Develop keyboarding skills.</b></p> <p><b>5.RI.b3 Use search tools or text features as a means of locating relevant information.</b></p>
Research to Build and Present Knowledge	
5.W.7	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b></p>

5.W.8	<p>Recall and gather relevant information from experiences and multiple print and digital sources;</p> <p>a. Summarize or paraphrase information in notes and finished work.</p> <p>b. Provide a list of sources.</p> <p><b>5.WP.b2 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.</b></p> <p><b>5.WL.a2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text) to the topic or text from print and/or digital sources.</b></p> <p><b>5.WI.a1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.</b></p> <p><b>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</b></p> <p><b>5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.</b></p> <p><b>5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.</b></p>
5.W.9	<p>Draw evidence from literary or informational texts to support written analysis, reflection, and research.</p> <p>a. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p><b>5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</b></p>
Range of Writing	
5.W.10	<p>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.</p> <p><b>No CCCs developed for this standard.</b></p>
<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	
5.SL.1	<p>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><b>5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</b></p> <p><b>5.HD.e2 Review the key ideas expressed within a collaborative discussion.</b></p>
5.SL.2	<p>Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.</b></p> <p><b>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</b></p>

5.SL.3	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>5.RI.g3 Identify a speaker's points or claims.</b></p> <p><b>5.RI.c6 Summarize the points a speaker makes.</b></p> <p><b>5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.</b></p> <p><b>5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.</b></p>
Presentation of Knowledge and Ideas	
5.SL.4	<p>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><b>5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.</b></p> <p><b>5.WP.e2 Elaborate on each fact or opinion given in support of a claim with relevant details.</b></p>
5.SL.5	<p>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><b>5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</b></p> <p><b>5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</b></p>
5.SL.6	<p>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> <p><b>No CCCs written for this standard.</b></p>
<b>Language Standards</b>	
Conventions of Standard English	
5.L.1	<p>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><b>5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.</b></p> <p><b>5.WA.6 Recognize and correct inappropriate shifts in verb tense.</b></p> <p><b>5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.</b></p>

5.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use commas to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>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?).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> <p><b>5.WA.9 Use punctuation to separate items in a series.</b>  <b>5.WA.10 Use commas accurately in writing.</b>  <b>5.WA.11 Spell words correctly in writing, consulting references as needed.</b></p>
Knowledge of Language	
5.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul> <p><b>5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.</b></p>
Vocabulary Acquisition and Use	
5.L.4	<p>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> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p><b>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words.</b>  <b>5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</b>  <b>5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</b>  <b>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.</b></p>
5.L.5	<p>Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <p><b>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</b>  <b>5.WL.f1 Use figurative language in context, including similes and metaphors.</b>  <b>5.RWL.e2 Identify the meaning of common idioms or proverbs.</b>  <b>5.WA13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</b></p>

5.L.6	<p>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> <p><b>5.RWL.c1 Use general academic and domain specific words and phrases accurately.</b></p> <p><b>5.WA14 Use grade appropriate general academic and domain-specific words and phrases accurately within informational writing.</b></p>
-------	---