Core Content Connectors 2016
Maine's Alternate Achievement Standards
Maine Learning Results and Common Core State Standards

2020 ELA/Literacy Maine Learning Results K-5
MAINE DEPARTMENT OF EDUCATION

HIGH ACADEMIC STANDARDS FOR STUDENTS

Document Introductions

The Learning Progressions Frameworks to be Used with The Common Core State Standards in ELA & Literacy
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STRAND 1: Reading and Writing Habits & Dispositions (HD) – This strand is meant to address some of the indicators showing that students are developing habits and dispositions associated with becoming independent readers and writers. These progress indicators include metacognitive and intentional processes controlled by the reader/writer. "Habits and dispositions of reading [and writing] are not something to be 'mastered' …individuals develop and grow as readers [or writers] often as result of the literacy environment that surrounds them" (Biggam & Itterly, 2009, p.85). This strand is placed first to stress the importance of nurturing positive habits and dispositions within the environment of a literate community, even if not assessed formally. Individual reading logs, writing portfolios, peer- and self-assessments, and conferencing will be the best indicators of progress in this area of literacy. (See p. 11 for grade span learning targets and selected related research for the Reading and Writing Habits & Dispositions/HD strand.)

STRAND 2: Reading/Making Meaning at the Word Level (RWL) – Making Meaning at the Word Level, presented in this document as the first of three reading strands, is a reminder NOT to limit reading instruction to decoding and "calling" single words, but to encourage students to utilize a range of skills and strategies to expand their depth and breadth of vocabulary from single-context definitions to deeper conceptual understanding across a variety of texts and contexts. These progress indicators articulate many of the prerequisite skills and concepts needed for success in the other ELA/literacy strands (e.g., recognizing letter-sound relationships, decoding words, and reading with automaticity, determining unknown word meanings). Progress indicators for the Word Level strand should be taught and reinforced in conjunction with skills and concepts described in PIs from other strands, with the goal of building flexibility with a variety of texts. (See pp. 12-13 for grade span learning targets and selected related research for the Making Meaning at the Word Level/RWL strand.)

STRAND 3: Reading Literature/Making Meaning at the Text Level (RL) – The skills and concepts described within the Reading Literary Texts strand build upon "word-level" reading skills and integrate with students' ongoing vocabulary development. Research related to text structures identifies narrative structures (chronology and enumeration/description) as generally, less complex than many of the expository text structures. Complexity of literary texts is increased when literary devices and discourse styles are applied (Hess, 2008b). Therefore, literary texts should be introduced early in the K-12 continuum and have differing instructional emphasis at grades K-5 than at grades 6-12. Local curriculum development efforts should consider how the skills and concepts described in the progress indicators of the RL strand can be introduced, practiced, and extended with skills/concepts found in the other LPF strands. (See pp. 14-15 for grade span learning targets and selected related research for the Reading Literary Texts/RL strand.

STRAND 4: Reading Informational Texts/Making Meaning at the Text Level (RI) – As with reading literary texts, the skills and concepts described within the Reading Informational Texts strand build upon "word-level" reading skills and integrate with students' ongoing vocabulary development, including use of domain-specific vocabulary. Research related to text complexity and text structure identifies a wide range of expository structures from those that tend to be less complex (sequence, description, definition) to more complex (compare-contrast, cause-effect, problem-solution, proposition-support, critique, and inductive deductive) (Hess, 2008b). Informational texts need to be introduced early in the K-12 continuum and have increasingly more instructional emphasis by high school. Local curriculum development efforts should consider how the skills and concepts described in the progress indicators of the RI strand can be introduced, practiced, and extended with skills/concepts found in the
other LPF strands. (See pp. 16-17 for grade span learning targets and selected related research for the Reading Informational Texts/RI strand.)

STRAND 5: Writing Literary Texts/Communicating Ideas and Experiences (WL) – Progress indicators for this strand apply to composing and "publishing" literary texts for authentic audiences and purposes (e.g., stories, personal narratives/ reflective essays, poems, lyrics, plays, memoirs, literary nonfiction) using both written and oral communication. (See page 18-19 for grade span learning targets and selected related research for the Writing Literary Texts/WL strand.)
STRAND 6: Writing to Inform/Communicating Ideas through Informative Texts (WI) – Progress indicators for this strand apply to composing and "publishing" informative texts for authentic audiences and purposes (e.g., science procedures, informational articles, biographies, research reports, podcasts) using both written and oral communication. Understanding and applying genre-specific features (e.g., subheadings, captions, graphics, diagrams, data displays) of various informational text types, as well as locating relevant and accurate supporting information are critical to high-quality idea development and presentation. (See pages 19-21 for grade span learning targets and selected related research for the Writing Informative Texts/WI strand.)
STRAND 7: Writing Persuasively/Communicating Opinions, Critiques, & Arguments (WP) – Progress indicators for this strand apply to composing and "publishing" persuasive texts for authentic audiences and purposes (e. g., opinions, arguments, editorials, literary critiques) using both written and oral communication. As with all informational texts, understanding and applying genre-specific features (e.g., rhetorical questions; argument-counterargument; persuasive techniques – testimonial, social proof, storytelling, empathy, etc.) and text structures (e.g., proposition-support, critique, inductive-deductive reasoning) of various persuasive text types, as well as locating relevant and accurate supporting information are critical to high-quality idea development and presentation. (See pages 22-25 for grade span learning targets and selected related research for the Writing Persuasive Texts/WP strand.)

This is chart 1 – there are 6 others… **(STILL UNDER CONSTRUCTION)**

STRAND 1: Reading & Writing: Habits and Dispositions (HD): Reading and writing habits and dispositions affect enjoyment, motivation, confidence, and greater independence when developing and applying literacy skills.	
(K-4) Elementary School Learning Targets	**(5-8) Middle School Learning Targets**
E.HD Use self-selected print and non-print texts and self-monitoring strategies and tools to: • Comprehend texts and enjoy reading. • Explore and improve written and oral communication	**M.HD** Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: • Comprehend, sustain, and enjoy reading. • Improve and expand written and oral communication.

Grades K-2	**Grades 3-4**	**Grades 5-6**
Demonstrate increasing confidence, engagement, and independence by… **E.HD.a** recognizing that reading should "make sense" and that writing "carries a message" (K.SL.2) **E.HD.b** enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author) **E.HD.c** engaging in shared and independent /self-initiated reading and writing activities (K.SL-1, K.SL.2; and 1.SL.1, 1.SL.2; 2.SL.1, 2.SL.2) **E.HD.d** discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others (K.RL.2, K.RL.10; K.RI.2, K.RI.10; 1.SL.2 2.SL.2)	Demonstrate increasing confidence, engagement, and independence by… **E.HD.h** self-selecting texts at own reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry) **E.HD.i** contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections) (3.SL.1c, 3.SL.1d; 4.SL.1c, 4.SL.1d) **E.HD.j** using self-monitoring talk ("I think…", "This reminds me of…, This was about…") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension (3.RF.4c; 4.RF.4c)	Demonstrate increasing confidence, engagement, and independence by… **M.HD.a** varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts) (5.W.10) **M.HD.b** self-monitoring and deepening comprehension with metacognitive self-talk ("I wonder…", "Now I know… so I think this means that…"), including identifying conflicting information from different sources **M.HD.c** flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks (5.RF.4c)

E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions) (K.SL.2;1.RF.4c; 1.RL.1; 1.RI.1: 2.RF.4c; 2.RL.1; 2.RI.1) **E.HD.f** explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked **E.HD.g** using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked (K.W.5; 1.W.5; 2.W.5)	**E.HD.k** deepening exposure to favorite authors/topics/genres and explaining or supporting preferences **E.HD.l** self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-on-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing) (3.W.5; 4.W.5) E.HD.m setting personal reading/ writing goals based on feedback and taking steps to meet goals	M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs/purposes (5.W-5) **M.HD.e** actively contributing and supporting relevant individual perspectives in book or writing Discussions (5.SL.1c, 5.SL.1c.1d) **M.HD.f** setting personal literacy goals, identifying strategies, and monitoring progress to improve reading or writing/communication skills

Common Core State Standards 2010	Revised Maine Learning Results 2020
Introduction The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work. As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges; the Standards will be revised accordingly. The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language	**INTRODUCTION** Literacy is a basic human right, achievable by all students. Today's learners need to know how to read, write, speak, and communicate effectively in order to survive in an ever-changing and challenging global society. English Language Arts/Literacy is the foundation for learning in all of the content areas. The literacy continuum develops across an individual's lifetime, but literacy does not reside solely in the individual person; it requires and creates relationships with others through communication and interaction. Literacy is a developmental process that empowers students to become lifelong, effective learners and communicators. The Maine Learning Results English Language Arts/Language standards are organized into four strands: Language, Speaking and Listening, Reading, and Writing. Each strand represents a body of knowledge and skills that students need to become lifelong learners. These strands are further broken down into standards that identify enduring understandings and skills that transfer across contexts, content areas, and grade levels. As students' progress through the curriculum, the standards are broken down into Performance Expectations that are grouped by grade level through grade 5 and then are banded 6-8 and 9-Diploma. The Performance Expectations define skills and establish measurable articulations of what the student understands and can do.

translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

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

June 2, 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain, or further develop skills and understandings mastered in preceding grades,

The standards reference "Various Text Types" rather than emphasizing any one particular genre. Teachers are encouraged to use a variety of text types, including literature and informational texts in multiple formats. The skills outlined by the standards are designed so that students can receive literacy instruction with each text they encounter across all disciplines.

and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in

structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade - 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/ social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.1 To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts. It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%

12   40%   40%   20%

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

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3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.
5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.
   Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.
   The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for the use of Braille, screen-reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language.
6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

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

They respond to the varying demands of audience, task, purpose, and discipline.

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

They comprehend as well as critique.

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

They value evidence.

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

They use technology and digital media strategically and capably.

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

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other

perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards?

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and

between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

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

Language: Conventions, effective use, and vocabulary

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

Maine ELA/Literacy Guiding Principles

The Guiding Principles steer education in Maine and are reflected and embedded throughout the English Language Arts/Literacy standards. Examples of how students can show evidence of those guiding principles in English Language Arts/Literacy may include (but are not limited to) the following suggestions:

A. **Clear and effective communicator:** Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

B. **A self-directed and lifelong learner:** Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

C. **A creative and practical problem solver:** Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

D. **A responsible and involved citizen:** Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

E. **An integrative and informed thinker:** Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

ELA/Literacy Kindergarten

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

Writing Foundations Standards
• Write upper and lowercase manuscript letters to communicate ideas

• Separate simple words into their syllables
• Write frequently used words

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

Reading Strand

READING – Strand #1 Common Core State Standards	READING – Strand #3 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Reading The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	**READING PREAMBLE** The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment. A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.
Reading: Foundational Skills **Introduction for K-5** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other	**2020 Maine Learning Results Reading** **What is Reading?** Literacy is a basic human right, achievable by all students. The literacy continuum develops across an individual's lifetime, but literacy does not reside

basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

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

Reading Standards K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

solely in the individual person; it requires and creates relationships with others through communication and interaction. The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment.

What are Texts?

A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:

Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:

- texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and
- texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages.

Text complexity has three components: qualitative, quantitative, and reader-task considerations.

- Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands.
- Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion.
- Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).*

How are the Reading Standards Structured?

The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

In order to build a reading foundation, the standards are detailed for individual grade levels, Kindergarten through Grade 5. Grades 6 through Diploma are

organized in bands, allowing local systems flexibility in course design and individual students opportunities for further growth.

The reading standards are comprised of five components:

1. **Foundational reading skills** are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, phonemic awareness, phonics and word recognition, and other basic conventions of English. (Standards 1-3)
2. **Key ideas and details** refers to what texts explicitly and implicitly say in order to make inferences and draw conclusions about meaning. (Standards 4-6)
3. **Author's craft and structure** refers to how authors use word choice, sentence structure, figurative language, and organization in order to convey ideas and meaning. (Standards 7-9)
4. **Integration of knowledge and ideas** refers to how readers explore, identify, organize, and synthesize meaning from multiple texts and perspectives. (Standards 10 & 11)
5. **Fluency** is critical to both foundational reading skills and comprehension and refers to the ability to read accurately with appropriate rate, phrasing, inflection, and expression. (Standard 12)

Foundational Reading Anchor Standards

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

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

Phonics and Word Recognition

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

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Reading Anchor Standards

Key Ideas and Details

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

Reading Anchor Standards

Print Concepts

Standard R1:

Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

Standard R2:

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

Phonics and Word Recognition

Standard R3:

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

Key Ideas and Details

Standard R4:

Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

Standard R5:

Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. **Integration of Knowledge and Ideas** 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Range of Reading and Level of Text Complexity** 10. Read and comprehend complex literary and informational texts independently and proficiently	**Standard R6:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** **Standard R7:** Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Standard R8:** Analyze the structure of various texts, including how the features and components relate to each other and the whole. **Standard R9:** Assess how perspective or purpose shapes the content and style of various texts. **Integration of Knowledge and Ideas** **Standard R10:** Evaluate the argument and specific claims in various texts. **Standard R11:** Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological). **Fluency** **Standard R12:** Read with sufficient accuracy and fluency to support comprehension
READING: FOUNDATIONAL SKILLS Print Concepts	**READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS**
1. Demonstrate understanding of the organization and basic features of print.	**Standard R.1** **Demonstrate understanding of the organization and basic features of print.**
CCSS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.	R.1.K.a Follow words from left to right, top to bottom, and page by page.
CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.	R.1.K.b Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.	R.1.K.c Understand that words are separated by spaces in print.
CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	R.1.K.d Recognize and name all upper- and lowercase letters of the alphabet.
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. 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. K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading. K.RL.b5 During shared reading activities, indicate need to turn the page for continued reading of a story/text. K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences. K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences. K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Tony"). K.RI.b9 Recognize that words are separated by spaces in print. K.RL.b9 Recognize that words are separated by spaces in print. K.RWL.b1 Identify or name uppercase letters of the alphabet. K.RWL.b2 Identify or name lowercase letters of the alphabet.	
Reading: FOUNDATIONAL SKILLS Phonological Awareness	**READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Standard R.2:** **Demonstrate understanding of words, syllables, and sounds (phonemes).**
CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.	R.2.K.a Recognize and produce rhyming words.
CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	R.2.K.b Count, pronounce, blend, and segment syllables in spoken words.
CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single syllable spoken words.	R.2.K.c Blend and segment onsets and rimes of single syllable spoken words.
CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	R.2.K.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	R.2.K.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
K.RI.b7 Identify familiar written words when spoken K.RWL.b5 Recognize rhyming words. K.RWL.b6 Produce rhyming words. K.RWL.b7 Count syllables in spoken words. K.RWL.b9 Blend and segment onsets and rimes of single syllable spoken words. K.RWL.b8 Blend and segment syllables in spoken words. K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends). K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends). K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Reading: Foundational Skills Phonics and Word Recognition	**READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Standard R.3:** **Know and apply grade-level phonics and word analysis skills when decoding words.**
CCSS.ELA-LITERACY.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	R.3.K.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	R.3.K.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	R.3.K.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	R.3.K.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.RWL.b3 Recognize the sound(s) for each letter. K.RWL.b4 Produce the sound(s) for each letter.	

K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds. K.RWL.d1 Read common Kindergarten high frequency words by sight. K.RWL.c2 Identify the sound that differs between two similarly spelled words.		
Reading: Foundational Skills Fluency		**READING: Fluency**
4. Read with sufficient accuracy and fluency to support comprehension.		**Standard R.12:** **Read with sufficient accuracy and fluency to support comprehension**
CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.		R.12.K.a Read emergent-reader texts with purpose and understanding.
K.RWL.d2 Participate in reading emergent-reader texts.		
READING: LITERATURE	**READING: INFORMATIONAL TEXT**	**Reading**
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	**Standard R.4:** **Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**
CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	R.4.K.a Ask and answer questions with prompting and support about who, what, when, where, and how.
Literature K.RL.e2 With prompting and support answer questions about key details in a story		
Informational K.RI.d1 With prompting and support, answer questions about key details in a text.		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	**Standard R.5:** **Provide an accurate summary of various texts; determine the central idea(s) or theme(s)-and analyze its development; throughout each text.**
CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.		R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where, and how.
	CCSS.ELA-LITERACY.RI.1.2	R.5.K.b

	Identify the main topic and retell key details of a text.	Retell key details of texts with prompting and support, including the main topic.

Literature
K.HD.d2
With prompting and support, retell a favorite story, including key details.
K.RL.c1
With prompting and support sequence a set of events in a familiar story.
K.RL.c2
With prompting and support identify the beginning, middle, and ending of a familiar story.
K.RL.e1
Retell a familiar story (e.g., What was the story about?).

Informational
K.HD.d3
Discuss key details and main topic of a preferred text.
K.RI.d2
With prompting and support identify the main topic.
K.RI.d3
With prompting and support, retell/identify key details in a text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text**	**Standard R.6:** **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.		R.6.K.a With prompting and support, identify characters, settings, and major events in a story.
	CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Literature
K.RL.d1
With prompting and support identify characters in a story.
K.RL.d2
With prompting and support identify major events (e.g., problem or solution) in a story.
K.RL.f1
With prompting and support show how, characters interacted in a story.
K.RL.f2
With prompting and support identify a setting in a story.

Informational
K.RI.f1

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.		
READING: LITERATURE	**READING: INFORMATIONAL TEXT**	**Reading**
Craft and Structure:	**Craft and Structure:**	**READING: Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	**Standard R.7:** **Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.	CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	R.7.K With prompting and support, ask and answer questions about unknown words in a text.
Literature K.RWL.a1 Ask questions about unknown words in a text. K.RWL.a2 Answer questions about unknown words in a text. **Informational** K.RWL.a1 Ask questions about unknown words in a text. K.RWL.a2 Answer questions about unknown words in a text.		
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	**Standard R.8:** **Analyze the structure of various texts, including how the features and components relate to each other and the whole.**
CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).		R.8.K.a Identify texts that tell stories.
	CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.	R.8.K b Identify texts that provide information.
Literature K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?" K.RL.g1 Recognize common types of text.		

Informational K.RI.b2 Distinguish front of book from back of book. K.RI.b3 Identify the title of an informational text or the title page. K.RL.b2 Distinguish front of book from back of book. K.RL.b3 Identify the title of a story or poem or the title page.		
6. Assess how point of view or purpose shapes the content and style of a text.	**6. Assess how point of view or purpose shapes the content and style of a text.**	**Standard R.9:** **Assess how perspective or purpose shapes the content and style of a text.**
CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		R.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.
	CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Literature 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). K.RL.c4 With prompting and support define the role of the author. K.RL.c5 With prompting and support, identify the illustrator. K.RL.c6 With prompting and support define the role of the illustrator.		
Informational K.RI.g1 Identify the author's purpose in an informational text.		
Integration of Knowledge and Ideas:	**Integration of Knowledge and Ideas:**	**READING: Integration of Knowledge and Ideas**
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	**Standard R.11:** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
		R.11.K.a

CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		With prompting and support, describe the relationship between illustrations and the text.
		R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.
	CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.
		R.11.K.d With prompting and support, compare and contrast two texts on the same topic.

Literature
K.HD.e2 With prompting and support, identify illustrations to aid comprehension.
K.RL.c7 With prompting and support identify the relationship between an illustration and the story.

Informational
K.RI.c1
Identify a labeled photo or diagram or graphic from within an informational text.
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).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	**Standard R.10: Evaluate the argument and specific claims in various texts.**
CCSS.ELA-LITERACY.RL.K.8 (RL.K.8 not applicable to literature)	CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	R.10.K With prompting and support, identify the reasons an author or character gives to support points in a text.

Literature
No CCC developed for this standard.

Informational
K.RI.g2
With prompting and support, identify the facts an author gives to support points in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to	**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to**	**Standard R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**

compare the approaches the authors take.	**compare the approaches the authors take.**	
CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		R.11.K.a With prompting and support, describe the relationship between illustrations and the text.
		R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.
	CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.
		R.11.K.d With prompting and support, compare and contrast two texts on the same topic.

Literature
K.RL.g2
With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.

Informational
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).

Range of Reading and Level of Text Complexity:	**Range of Reading and Level of Text Complexity:**	**Range and Complexity in Introduction***
10. Read and comprehend complex literary and informational texts independently and proficiently	**10. Read and comprehend complex literary and informational texts independently and proficiently**	***What are Texts?** A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following: Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:
CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.	CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.	• texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and

		• texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages. Text complexity has three components: qualitative, quantitative, and reader-task considerations. • Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands. • Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion. • Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).

Literature

K.HD.a1

Answer questions about reading such as "Why do we read? What do we read?"

K.HD.b1

Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.

K.HD.c2

Engage in group reading of stories or poems by sharing something learned or something enjoyed.

1.HD.c1

Engage in group reading of stories or poems by sharing something learned or something enjoyed.

Informational

K.HD.b1

Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.

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).

K.HD.c3

Engage in group reading of informational text by sharing something learned or something enjoyed

1.HD.c2

Engage in group reading of informational text by sharing something learned or something enjoyed.

Writing Strand

Writing – Strand #2 Common Core State Standards	*Writing – Strand #4 in 2020 Maine Learning Results*
Introduction The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing	**WRITING PREAMBLE** Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines. This includes the foundational instruction of legible handwriting forms and skills such as printing, cursive, typing, as well as the use of

through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

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

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

technology to compose, where the use of formatting supports the task, audience, and purpose.

In order to manage the increasing complexity of what students read and write, educators provide guidance and support when developmentally appropriate, with the understanding that students need to develop autonomy and independence over time, particularly at the upper grade levels. To that end, the standards include a developmentally appropriate progression of performance expectations that includes all grade levels. The K-5 performance expectations reflect a foundational level of skill acquisition, while the 6-8 and 9-Diploma grade bands expect that writing grows in sophistication and complexity.

The strand of writing includes three standards, which have been arranged to reflect a traditional learning progression in the classroom, incorporating the use of technology when authentic to the task. Students begin with an exploration of a variety of texts/ideas, then use a process to refine, plan, and craft the communication of ideas, and finally compose with a style that reflects awareness of task, audience, and purpose. The standard and performance expectations for composing are consistent regardless of mode; therefore, the performance expectations for common modes (argument/opinion, informational/expository, and narrative) have been outlined in supporting documents.

College and Career Readiness Anchor Standards for Writing
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WRITING Anchor Standards
Inquiry to Build and Present Knowledge
Standard W1
Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

Process and Production
Standard W2
Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **Research to Build and Present Knowledge** 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**Composing for Audience and Purpose** **Standard W3** Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)	**WRITING: Composing for Audience and Purpose**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Standard W.3:** **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose**
	W.3.K.a (located in Language Strand)
CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	W.3.K.b Use a combination of drawing and writing to communicate a topic.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	

K.WP.a2
Draw, dictate, or write an idea about a topic.
K.WP.b1
State an opinion or preference about the topic.
K.WP.f1
Write, draw, or dictate an opinion statement about a topic or book of interest.

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.
K.WI.c1
Use a combination of drawing, dictating, and writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).
K.WI.h1
Organize information on a topic that includes two pieces of relevant content.

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).
K.WL.d1
Write, dictate, or draw about an event.
K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.

Production and Distribution of Writing	**WRITING: Process and Production**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Standard W.2:** **Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
CCSS.ELA-LITERACY.W.K.4 (W.K.4 begins in grade 3)	
No CCC developed for this standard.	

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. K.WL.g1 With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing. K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.K.b With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including peer collaboration.
CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.	
Research to Build and Present Knowledge	**WRITING: Inquiry to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**Standard W.1:** **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.**
CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W.1.K.a Investigate questions by participating in shared research and writing projects.
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).	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.
CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CCSS.ELA-LITERACY.W.K.9 (W.K.9 begins in grade 4)	
K.WI.a2	

With guidance and support from adults, recall information from experiences to answer a question.
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 we find out).
K.WI.d2
Use provided illustrations or visual displays to gain information on a topic.
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.
K.WL.a2
With guidance and support from adults, recall information from experiences to answer a question.
K.WP.a1
With guidance and support from adults, recall information from experiences to answer a question.
K.WP.e1
With guidance and support from adults, gather information from provided sources to answer a question.

Range of Writing	Range of Writing in Preamble*
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	** Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.*
CCSS.ELA-LITERACY.W.K.10 (W.K.10 begins in grade 3)	
No CCC developed for this standard.	

Speaking and Listening Strand

Speaking and Listening – Strand #3 Common Core State Standards	*Speaking and Listening – Strand #2 in 2020 Maine Learning Results*
Standards for Speaking and Listening Introduction The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. **Note on range and content of student speaking and listening** To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.	**SPEAKING AND LISTENING PREAMBLE** Speaking and listening are essential components in our schools, our homes, our communities, and our places of work. Direct, interpersonal communication is the cornerstone of human relationships, and nowhere is this more clearly articulated than in dialogue, discussion, presentation, and debate. Successful students must be able to communicate in multiple mediums, through conversations, interviews, digital presentations, and countless day-to-day interactions that build understanding of their world and the perspectives of their peers. Key to success in our modern world is interaction with diverse others and ever-changing groups, and creating and following community guidelines and rules, which is critical practice for civic responsibility later in life. Speaking and listening standards do not stand alone; like all Language Arts skills, they are interconnected. Early speaking and listening skills in primary grades are foundational to close reading skills in later grades, and throughout school and life the ability to understand, analyze, and evaluate others' words

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio. **Speaking and Listening Standards K–5** The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.	helps everyone develop a richer and deeper awareness of human motivation and purpose.
Speaking and Listening Anchor Standards **Comprehension and Collaboration** 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **Presentation of Knowledge and Ideas** 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Speaking and Listening Anchor Standards** **Comprehension and Collaboration** **SL Standard.1:** Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. **SL Standard.2:** Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. **Presentation of Knowledge and Ideas** **SL Standard 3:** Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate. **SL Standard 4:** Adapt speech to a variety of contexts, audiences, and communicative tasks.
Speaking and Listening: Comprehension and Collaboration	**SPEAKING AND LISTENING: Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	**Standard SL.1:** **Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**

CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.1.K Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	SL.1.K.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.	SL.1.K.b Continue a conversation through multiple exchanges.
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).	
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**Standard SL.2:** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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. K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Standard SL.2 (Repeated Anchor Standard):** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.
K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Presentation of Knowledge and Ideas	**SPEAKING AND LISTENING: Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**Standard SL.3:** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.K.4	SL.3.K.a

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

K.WI.a1 Describe familiar people, places, things, and events orally or in writing. K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events. K.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events. K.WL.a3 Describe familiar people, places, things, and events orally or in writing. K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events. K.WL.c1 Describe a single event or a series of events using drawings or simple sentences. K.WP.a3 Describe familiar people, places, things, and events orally or in writing.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**Standard SL.3: (<u>Repeated Anchor Standard</u>)** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Standard SL.4:** **Adapt speech to a variety of contexts, audiences, and communicative tasks.**
CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.
K.HD.d4 Share information from a selected permanent product or a favorite text. 1.HD.d1 Engage in small or large group discussions by sharing one's own writing.	

Language Strand

Language – Strand #4 Common Core State Standards	Language – Strand #1 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to	**LANGUAGE PREAMBLE** Throughout the developmental continuum in English Language Arts/Literacy and across all content areas, language is the core of understanding and

the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

comprehension. Context is key. Human understanding is founded in communication and language, and organic experiences are the most effective means of learning language skills. While the language standards are presented separately from reading, writing, speaking, and listening, they are best utilized and presented as embedded skills within the other strands. A balance must be found between direct instruction of standards, like vocabulary acquisition and spelling, and integrated instruction of standards, like vocabulary use and nuance.

These standards are not a checklist, but key components of reading, writing, speaking, and listening instruction, and they should be treated as such. Frequent, intentional reference to and instruction in these skills is essential to teaching students to be clear communicators in every medium and field. Each language standard may contain multiple concepts, at different levels of complexity. In early adolescence and adolescence grade spans, these are best taught in order as listed, even across grade levels, to provide students with the foundational knowledge required for success as they progress, not just through school, but through life. Developing facility with the language standards is key to building comprehension and fluency with increasingly complex texts and communications.

Language Anchor Standards
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

Language Anchor Standards
Conventions of Standard English
Standard L.1:
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

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

Vocabulary Acquisition and Use
Standard L.4:
Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**Standard L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. **Standard L.6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Conventions of Standard English	**LANGUAGE: Conventions of Standard English**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Standard L.1:** **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters. .	*Writing Standard 3: Performance Expectation a* *W.3.K.a* *Print many upper- and lowercase letters.*
CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs	L.1.K.a Use frequently occurring nouns and verbs.
CCSS.ELA-LITERACY.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L.1.K.b Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	L.1.K.c Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
CCSS.ELA-LITERACY.L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L.1.K.d Use the most frequently occurring prepositions (e.g. to, from, in out, on, off, for, of, by, with)
CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities.	L.1.K.e Produce and expand complete sentences in shared language activities.
K.WA.3 Print many upper- and lowercase letters. K.WA.4 Use high frequency nouns in dictating or writing. K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). K.WA.6 Complete sentences in a shared language activity.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Standard L.2:**

	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun I	L.2.K.a Capitalize the first word in a sentence and the pronoun *I*.
CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.	L.2.K.b Recognize and name end punctuation.
CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.2.K.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	L.2.K.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
K.WA.7 Capitalize the first word in a sentence and the pronoun "I". K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).	
Knowledge of Language	**LANGUAGE: Knowledge of Language**
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**Standard L.3**: **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CCSS.ELA-LITERACY.L.K.3 (L.K.3 begins in grade 2)	L.3.K.a Use knowledge of language and its conventions when speaking or listening.
No CCC developed for this standard.	
Vocabulary Acquisition and Use	**LANGUAGE: Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**Standard L.4**: **Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.*
CCSS.ELA-LITERACY.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L.4.K.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CCSS.ELA-LITERACY.L.K.4.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.	L.4.K.b 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.

No CCC developed for this standard.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Standard L.5**: **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	*With guidance and support from adults, explore word relationships and nuances in word meanings.*
CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.5.K.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CCSS.ELA-LITERACY.L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.5.K.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L.5.K.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CCSS.ELA-LITERACY.L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
K.RWL.e1 Identify new meanings for familiar words. K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word. K.RWL.c4 Identify the meaning of common inflections and affixes. K.RWL.c5 Use meanings of common inflections and affixes as a clue to the meaning of an unknown word. 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. K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives. K.RWL.f With guidance and support, use newly acquired words in real-life context.	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**Standard L.6**: **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

CCSS.ELA-LITERACY.L.K.6	L.6.K
Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

K.WA.9
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
K.RWL.f
With guidance and support, use newly acquired words in real-life context.

ELA/Literacy Grade 1

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 us 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

Writing Foundations Standards
• Write all manuscript letters to communicate ideas
• Use correct spelling for words allowing others to understand written work
• Correctly spell frequently used words

• Apply phonetic knowledge when writing

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

READING Strand

READING – Strand #1 Common Core State Standards	*READING – Strand #3 in 2020 Maine Learning Results*
College and Career Readiness Anchor Standards for Reading The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	**READING PREAMBLE** The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment. A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.
Reading: Foundational Skills **Introduction for K-5** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important	**2020 Maine Learning Results Reading** **What is Reading?** Literacy is a basic human right, achievable by all students. The literacy continuum develops across an individual's lifetime, but literacy does not reside solely in the individual person; it requires and creates relationships with others through communication and interaction. The goal of all reading instruction is to help students become competent consumers of a wide variety

components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

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

Reading Standards K–5
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Note on range and content of student reading
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment.

What are Texts?
A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:
Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:

- texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and
- texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages.

Text complexity has three components: qualitative, quantitative, and reader-task considerations.

- Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands.
- Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion.
- Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).*

How are the Reading Standards Structured?
The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

In order to build a reading foundation, the standards are detailed for individual grade levels, Kindergarten through Grade 5. Grades 6 through Diploma are organized in bands, allowing local systems flexibility in course design and individual students opportunities for further growth.

The reading standards are comprised of five components:

	1. **Foundational reading skills** are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, phonemic awareness, phonics and word recognition, and other basic conventions of English. (Standards 1-3) 2. **Key ideas and details** refers to what texts explicitly and implicitly say in order to make inferences and draw conclusions about meaning. (Standards 4-6) 3. **Author's craft and structure** refers to how authors use word choice, sentence structure, figurative language, and organization in order to convey ideas and meaning. (Standards 7-9) 4. **Integration of knowledge and ideas** refers to how readers explore, identify, organize, and synthesize meaning from multiple texts and perspectives. (Standards 10 & 11) 5. **Fluency** is critical to both foundational reading skills and comprehension and refers to the ability to read accurately with appropriate rate, phrasing, inflection, and expression. (Standard 12)
Foundational Reading Anchor Standards **Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. **Phonological Awareness** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. **Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. **Reading Anchor Standards** **Key Ideas and Details** 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**Reading Anchor Standards** **Print Concepts** **Standard R1:** Demonstrate understanding of the organization and basic features of print. **Phonological Awareness** **Standard R2:** Demonstrate understanding of words, syllables, and sounds (phonemes). **Phonics and Word Recognition** **Standard R3:** Know and apply grade-level phonics and word analysis skills in decoding words. **Key Ideas and Details** **Standard R4:** Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts. **Standard R5:** Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. **Integration of Knowledge and Ideas** 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Range of Reading and Level of Text Complexity** 10. Read and comprehend complex literary and informational texts independently and proficiently	**Standard R6:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** **Standard R7:** Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Standard R8:** Analyze the structure of various texts, including how the features and components relate to each other and the whole. **Standard R9:** Assess how perspective or purpose shapes the content and style of various texts. **Integration of Knowledge and Ideas** **Standard R10:** Evaluate the argument and specific claims in various texts. **Standard R11:** Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological). **Fluency** **Standard R12:** Read with sufficient accuracy and fluency to support comprehension
READING: FOUNDATIONAL SKILLS Print Concepts	**READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS**
1. Demonstrate understanding of the organization and basic features of print.	**Standard R.1** **Demonstrate understanding of the organization and basic features of print.**
CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	R.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts. 1.RL.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization).	

Reading: FOUNDATIONAL SKILLS Phonological Awareness	READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Standard R.2:** **Demonstrate understanding of words, syllables, and sounds (phonemes).**
CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.	R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.
CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.
CCSS.ELA-LITERACY.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CCSS.ELA-LITERACY.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words. 1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends. 1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words. 1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words. 1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words. 1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Reading: Foundational Skills Phonics and Word Recognition	READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Standard R.3:** **Know and apply grade-level phonics and word analysis skills when decoding words.**
CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.	R.3.1.a Know the spelling-sound correspondences for common consonant digraphs.
CCSS.ELA-LITERACY.RF.1.3.B Decode regularly spelled one-syllable words.	R.3.1.b Decode regularly spelled one-syllable words.
CCSS.ELA-LITERACY.RF.1.3.C	R.3.1.c Know final -e and common vowel team conventions for representing long vowel sounds.

Know final -e and common vowel team conventions for representing long vowel sounds.	
CCSS.ELA-LITERACY.RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	R.3.1.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
CCSS.ELA-LITERACY.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.	R.3.1.e Decode two-syllable words following basic patterns by breaking the words into syllables.
CCSS.ELA-LITERACY.RF.1.3.F Read words with inflectional endings.	R.3.1.f Read words with inflectional endings.
CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.	R.3.1.g Recognize and read grade-appropriate irregularly spelled words.
1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out). 1.RWL.c4 Decode regularly spelled CVC words. 1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word. 1.RWL.c7 Read or identify frequently occurring words with inflectional endings. 1.RWL.d1 Recognize grade-appropriate irregularly spelled words.	
Reading: Foundational Skills Fluency	**READING: Fluency**
4. Read with sufficient accuracy and fluency to support comprehension.	**Standard R.12:** **Read with sufficient accuracy and fluency to support comprehension**
CCSS.ELA-LITERACY.RF.1.4.A Read grade-level text with purpose and understanding.	R.12.1.a Read various on-level text with purpose and understanding.
CCSS.ELA-LITERACY.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	R.12.1.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. 1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts. 1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	

READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	**Standard R.4:** **Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**
CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.	CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	R.4.1.a Ask and answer questions about who, what, when, where, and how.
Literature 1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why). 1.RL.d2 Ask questions about key details in a familiar story.		
Informational 1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	**Standard R.5:** **Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**
CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.
	CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.	R.5.1.b Retell key details of texts, including the main topic.
Literature 1.HD.d4 Retell a favorite text, including key details. 1.RL.e2 Use details to tell what happened in a story. 1.RL.e3 Retell the sequence of events in a story.		
Informational 1.HD.d5 Discuss key details and main topic of a preferred text.		

1.RI.d2 Identify the main topic of an informational text. 1.RI.d3 Retell/identify key details in an informational text.		
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text**	**Standard R.6:** **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.		R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.
	CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Literature 1.RL.c3 Answer questions about the beginning, middle, and end of a story. 1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story. 1.RL.d3 Identify and/or describe the characters from a story. 1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story. 1.RL.e1 Answer questions regarding key events of stories. 1.RL.f2 Identify and/or describe a setting in a story. 1.RL.f3 Describe feelings of characters.		
Informational 1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.		
READING: LITERATURE	**READING: INFORMATIONAL TEXT**	**Reading**
Craft and Structure:	**Craft and Structure:**	**READING: Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	**Standard R.7:** **Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		R.7.1.a Identify words and phrases in a text that suggest feelings or appeal to the senses.
	CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	R.7.1.b Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Literature 1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text. 1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text. 1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.		
Informational 1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text. 1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text. 1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.		
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	**Standard R.8:** **Analyze the structure of various texts, including how the features and components relate to each other and the whole.**
CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		R.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types.
	CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents,	R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.

	glossaries, electronic menus, icons) to locate key facts or information in a text.	

Literature
1.HD.g1
Read books to examine how certain genres are written.
1.RL.g1
Identify the purpose of storybooks and informational text.

Informational
1.HD.e2
Identify text features to aid comprehension.
1.HD.e3
Use text features to aid comprehension.
1.RI.e2
Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.

6. Assess how point of view or purpose shapes the content and style of a text.	**6. Assess how point of view or purpose shapes the content and style of a text.**	**Standard R.9:** **Assess how perspective or purpose shapes the content and style of a text.**
CCSS.ELA-LITERACY.RL.1.6 Identify who is telling the story at various points in a text.		R.9.1.a Identify who is telling the story at various points in a text.
	CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Literature
1.RL.f1
Identify who is telling the story in a text.

Informational
1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas:	**Integration of Knowledge and Ideas:**	**READING: Integration of Knowledge and Ideas**
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	**Standard R.11:** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.		R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events.
		R.11.1.b Compare and contrast the experiences of characters in various texts.

	CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	R.11.1.c Use the illustrations and details in a text to describe its central idea.
		R.11.1.d Compare and contrast two texts on the same topic.

Literature
1.HD.e3
Use text features to aid comprehension.
1.RL.c1
Explain a key illustration in the story.
1.RL.c2
Use illustrations and details in a story to describe its characters, setting, or events.

Informational
1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	**Standard R.10:** **Evaluate the argument and specific claims in various texts.**
CCSS.ELA-LITERACY.RL.1.8 (RL.1.8 not applicable to literature)	CCSS.ELA-LITERACY.RI.1.8 Identify the reasons an author gives to support points in a text.	R.10.1 Identify the reasons an author or character gives to support points in a text.

Literature
Not applicable

Informational
1. RI.g1 Identify the facts and details an author gives to support points in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**	**Standard R.11:** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.		R.11.K.a With prompting and support, describe the relationship between illustrations and the text.
		R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.
	CCSS.ELA-LITERACY.RI.1.9 Identify basic similarities in and differences between two texts on the	R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.
		R.11.K.d

	same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, compare and contrast two texts on the same topic.

Literature
1.RL.g2
Compare and contrast (what is the same and what is different) the experiences of characters in stories.

Informational
1.RI.g2
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:	Range of Reading and Level of Text Complexity:	Range and Complexity in Introduction*
10. Read and comprehend complex literary and informational texts independently and proficiently	**10. Read and comprehend complex literary and informational texts independently and proficiently**	***What are Texts?***
CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following: Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including: • texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and • texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages. Text complexity has three components: qualitative, quantitative, and reader-task considerations. • Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands. • Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion. • Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).

Literature
1.HD.b1
Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes.

Informational
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).

Writing Strand

Writing – Strand #2 Common Core State Standards	Writing – Strand #4 in 2020 Maine Learning Results
Introduction The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. **Writing Standards K-5** The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity— that together define the skills and understandings that all students must demonstrate. **Note on range and content of student writing** To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.	**WRITING PREAMBLE** Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines. This includes the foundational instruction of legible handwriting forms and skills such as printing, cursive, typing, as well as the use of technology to compose, where the use of formatting supports the task, audience, and purpose. In order to manage the increasing complexity of what students read and write, educators provide guidance and support when developmentally appropriate, with the understanding that students need to develop autonomy and independence over time, particularly at the upper grade levels. To that end, the standards include a developmentally appropriate progression of performance expectations that includes all grade levels. The K-5 performance expectations reflect a foundational level of skill acquisition, while the 6-8 and 9-Diploma grade bands expect that writing grows in sophistication and complexity. The strand of writing includes three standards, which have been arranged to reflect a traditional learning progression in the classroom, incorporating the use of technology when authentic to the task. Students begin with an exploration of a variety of texts/ideas, then use a process to refine, plan, and craft the communication of ideas, and finally compose with a style that reflects awareness of task, audience, and purpose. The standard and performance expectations for composing are consistent regardless of mode; therefore, the performance expectations for common modes (argument/opinion, informational/expository, and narrative) have been outlined in supporting documents.
College and Career Readiness Anchor Standards for Writing	**WRITING Anchor Standards**

Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)	**Inquiry to Build and Present Knowledge**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Standard W1**
	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**Process and Production**
	Standard W2
	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Composing for Audience and Purpose**
	Standard W3
	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)	**WRITING: Composing for Audience and Purpose**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Standard W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose
	W.3.1.a (located in Language Strand)
CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.3.1.b Use a combination of drawing and writing to communicate a topic with details.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	

1.WP.b1 Use descriptions and details of familiar people, places, things, and events to support an opinion. 1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest. 1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason. 1.WP.g2 Write an opinion piece that includes a sense of closure.
1.WI.b1 Write simple statement that name a topic and supplies some facts about the topic. 1.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions. 1.WI.h1 Provide a concluding statement or section to a permanent product.
1.WL.f1 Provide a title for writing that tells the central idea or focus. 1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened. 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).

1.WL.d2 Write a narrative that includes a sense of closure.	
Production and Distribution of Writing	**WRITING: Process and Production**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Standard W.2:** **Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
CCSS.ELA-LITERACY.W.1.4 (W.1.4 begins in grade 3)	
No CCCs developed for this standard.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. 1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. 1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.1.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.
CCSS.ELA-LITERACY.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
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.	
Research to Build and Present Knowledge	**WRITING: Inquiry to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**Standard W.1:** **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.**
CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	W.1.1.a Investigate questions by participating in shared research and writing projects.
1.WI.d4	

Participate in shared research and writing projects (e.g., drawings, visual displays, labels). 1.WL.a1 Generate ideas and or opinions when participating in shared writing projects.	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.1.9 (W.1.9 begins in grade 4)	
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 question (how we find out). 1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic. 1.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question. 1.WL.a2 With guidance and support, recall information from experiences to answer a question. 1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question. 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.	
Range of Writing	**Range of Writing in Preamble***
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CCSS.ELA-LITERACY.W.1.10 (W.1.10 begins in grade 3)	* *Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.*
Not applicable	

Speaking and Listening Strand

Speaking and Listening – Strand #3 Common Core State Standards	*Speaking and Listening – Strand #2 in 2020 Maine Learning Results*
Standards for Speaking and Listening Introduction The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.	**SPEAKING AND LISTENTING PREAMBLE** Speaking and listening are essential components in our schools, our homes, our communities, and our places of work. Direct, interpersonal communication is the cornerstone of human relationships, and nowhere is this more clearly

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity— that together define the skills and understandings that all students must demonstrate.

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

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

articulated than in dialogue, discussion, presentation, and debate. Successful students must be able to communicate in multiple mediums, through conversations, interviews, digital presentations, and countless day-to-day interactions that build understanding of their world and the perspectives of their peers. Key to success in our modern world is interaction with diverse others and ever-changing groups, and creating and following community guidelines and rules, which is critical practice for civic responsibility later in life.

Speaking and listening standards do not stand alone; like all Language Arts skills, they are interconnected. Early speaking and listening skills in primary grades are foundational to close reading skills in later grades, and throughout school and life the ability to understand, analyze, and evaluate others' words helps everyone develop a richer and deeper awareness of human motivation and purpose.

Speaking and Listening Anchor Standards
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

Presentation of Knowledge and Ideas

Speaking and Listening Anchor Standards
Comprehension and Collaboration
SL Standard.1:
Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL Standard.2:
Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
SL Standard 3:
Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**SL Standard 4:** Adapt speech to a variety of contexts, audiences, and communicative tasks.
Speaking and Listening: Comprehension and Collaboration	**SPEAKING AND LISTENING: Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	**Standard SL.1:** **Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.
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). 1.HD.c5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.	
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**Standard SL.2:** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1.HD.d3	

Engage in small or large group discussion of favorite texts or topic presented orally or through other media. 1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why). 1.RL.d2 Ask questions about key details in a familiar story.	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Standard SL.2 (<u>Repeated Anchor Standard</u>):** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.	
Presentation of Knowledge and Ideas	**SPEAKING AND LISTENING: Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**Standard SL.3:** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.HD.d4 Retell a favorite text, including key details. 1.WI.a1 Describe factual information about familiar people, places, things, and events with relevant details orally or in writing. 1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events describing subtopics of larger topics. 1.WL.a3 Describe ideas about familiar people, places, things, and events with details orally or in writing. 1.WL.b1 Describe people, places, things, and events with relevant details. 1.WL.c1 Describe a single event or a series of events that includes details about what happened orally or in writing. 1.WP.a3 Describe familiar people, places, things, and events with details orally or in writing.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**Standard SL.3: (<u>Repeated Anchor Standard</u>)** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.1.5	SL.3.1.b

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Standard SL.4:** **Adapt speech to a variety of contexts, audiences, and communicative tasks.**
CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	SL.4.1 Produce complete sentences when appropriate to task and situation.
1.HD.d1 Engage in small or large group discussions by sharing one's own writing. 1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.	

Language Strand

Language – Strand #4 Common Core State Standards	Language – Strand #1 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).	**LANGUAGE PREAMBLE** Throughout the developmental continuum in English Language Arts/Literacy and across all content areas, language is the core of understanding and comprehension. Context is key. Human understanding is founded in communication and language, and organic experiences are the most effective means of learning language skills. While the language standards are presented separately from reading, writing, speaking, and listening, they are best utilized and presented as embedded skills within the other strands. A balance must be found between direct instruction of standards, like vocabulary acquisition and spelling, and integrated instruction of standards, like vocabulary use and nuance. These standards are not a checklist, but key components of reading, writing, speaking, and listening instruction, and they should be treated as such. Frequent, intentional reference to and instruction in these skills is essential to teaching students to be clear communicators in every medium and field. Each language standard may contain multiple concepts, at different levels of complexity. In early adolescence and adolescence grade spans, these are best taught in order as listed, even across grade levels, to provide students with the foundational knowledge required for success as they progress, not just through school, but through life. Developing facility with the language standards is key to building comprehension and fluency with increasingly complex texts and communications.
Language Anchor Standards **Conventions of Standard English**	**Language Anchor Standards** **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **Vocabulary Acquisition and Use** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**Standard L.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **Standard L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** **Standard L.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening. **Vocabulary Acquisition and Use** **Standard L.4:** Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. **Standard L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. **Standard L.6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Conventions of Standard English	**LANGUAGE: Conventions of Standard English**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Standard L.1**: **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters.	*Writing Standard 3: Performance Expectation a* *W.3.1.a* *Print all upper- and lowercase letters*.
CCSS.ELA-LITERACY.L.1.1.B Use common, proper, and possessive nouns.	L.1.1.a Use common, proper, and possessive nouns.
CCSS.ELA-LITERACY.L.1.1.C	L.1.1.b

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
CCSS.ELA-LITERACY.L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
CCSS.ELA-LITERACY.L.1.1.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).	L.1.1.d 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*).
CCSS.ELA-LITERACY.L.1.1.F Use frequently occurring adjectives.	L.1.1.e Use frequently occurring adjectives.
CCSS.ELA-LITERACY.L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).	L.1.1.f Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
CCSS.ELA-LITERACY.L.1.1.H Use determiners (e.g., articles, demonstratives).	L.1.1.g Use determiners (e.g., articles, demonstratives).
CCSS.ELA-LITERACY.L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).	L.1.1.h Use frequently occurring prepositions (e.g., *during, beyond, toward*).
CCSS.ELA-LITERACY.L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.WA.4
Print upper- and lowercase letters.
1.WA.8
Use singular and plural nouns with matching verbs in basic sentences.
1.WA.5
Use frequently occurring nouns in dictating or writing.
1.WA.6
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing.
1.WA.9
Use verbs to convey a sense of past present or future in writing.
1.WA.7
Use frequently occurring adjectives in dictating or writing.
1.WA.11
Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing.
1.WA.10
Use frequently occurring prepositions (e.g., on, in) in dictating or writing.
1.WA.12
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.	L.2.1.a Capitalize dates and names of people.
CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.	L.2.1.b Use end punctuation for sentences.
CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.	L.2.1.c Use commas in dates and to separate single words in a series.
CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	L.2.1.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.2.1.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people. 1.WA.15 Use end punctuation for sentences. 1.WA.16 Use conventional spelling for words with common spelling patterns.	
Knowledge of Language	**LANGUAGE: Knowledge of Language**
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**Standard L.3:** **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CCSS.ELA-LITERACY.L.1.3 (L.1.3 begins in grade 2)	L.3.1.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Not applicable	
Vocabulary Acquisition and Use	**LANGUAGE: Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**Standard L.4:** **Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.*
CCSS.ELA-LITERACY.L.1.4.A	L.4.1.a

Use sentence-level context as a clue to the meaning of a word or phrase.	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.	L.4.1.b Use frequently occurring affixes as a clue to the meaning of a word.
CCSS.ELA-LITERACY.L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., *looks*, *looked*, *looking*).
1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase. 1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Standard L.5:** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	*With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.*
CCSS.ELA-LITERACY.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	L.5.1.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCSS.ELA-LITERACY.L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	L.5.1.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).	L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CCSS.ELA-LITERACY.L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird). 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. 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. 1.RWL.f1 With guidance and support, use newly acquired words in real-life context.	

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Standard L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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., because).
1.RWL.f1
With guidance and support, use newly acquired words in real-life context.
1.RWL.f2
Use frequently occurring conjunctions to signal simple relationships.

ELA/Literacy Grade 2

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

Writing Foundations Standards
- Properly identify the sounds in words
- Spell irregular and pattern-based words
- Use proper manuscript letter formation when writing

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

READING Strand

READING – Strand #1 Common Core State Standards	READING – Strand #3 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Reading The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	**READING PREAMBLE** The goal of all reading–instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment. A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

Reading: Foundational Skills

Introduction for K-5

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

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

Reading Standards K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

2020 Maine Learning Results Reading

What is Reading?

Literacy is a basic human right, achievable by all students. The literacy continuum develops across an individual's lifetime, but literacy does not reside solely in the individual person; it requires and creates relationships with others through communication and interaction. The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment.

What are Texts?

A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:

Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:

- texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and
- texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages.

Text complexity has three components: qualitative, quantitative, and reader-task considerations.

- Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands.
- Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion.
- Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).*

How are the Reading Standards Structured?

The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a

balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

In order to build a reading foundation, the standards are detailed for individual grade levels, Kindergarten through Grade 5. Grades 6 through Diploma are organized in bands, allowing local systems flexibility in course design and individual students opportunities for further growth.

The reading standards are comprised of five components:

1. **Foundational reading skills** are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, phonemic awareness, phonics and word recognition, and other basic conventions of English. (Standards 1-3)
2. **Key ideas and details** refers to what texts explicitly and implicitly say in order to make inferences and draw conclusions about meaning. (Standards 4-6)
3. **Author's craft and structure** refers to how authors use word choice, sentence structure, figurative language, and organization in order to convey ideas and meaning. (Standards 7-9)
4. **Integration of knowledge and ideas** refers to how readers explore, identify, organize, and synthesize meaning from multiple texts and perspectives. (Standards 10 & 11)
5. **Fluency** is critical to both foundational reading skills and comprehension and refers to the ability to read accurately with appropriate rate, phrasing, inflection, and expression. (Standard 12)

Foundational Reading Anchor Standards

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

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

Phonics and Word Recognition

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

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Reading Anchor Standards

Key Ideas and Details

Reading Anchor Standards

Print Concepts

Standard R1:

Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

Standard R2:

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

Phonics and Word Recognition

Standard R3:

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

Key Ideas and Details

Standard R4:

Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. **Integration of Knowledge and Ideas** 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Range of Reading and Level of Text Complexity** 10. Read and comprehend complex literary and informational texts independently and proficiently	**Standard R5:** Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text. **Standard R6:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** **Standard R7:** Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Standard R8:** Analyze the structure of various texts, including how the features and components relate to each other and the whole. **Standard R9:** Assess how perspective or purpose shapes the content and style of various texts. **Integration of Knowledge and Ideas** **Standard R10:** Evaluate the argument and specific claims in various texts. **Standard R11:** Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological). **Fluency** **Standard R12:** Read with sufficient accuracy and fluency to support comprehension
READING: FOUNDATIONAL SKILLS Print Concepts	**READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS**
1. Demonstrate understanding of the organization and basic features of print.	**Standard R.1** **Demonstrate understanding of the organization and basic features of print.**
	R.1.2

	Recognize the distinguishing features of a paragraph (e.g. indent).
Reading: FOUNDATIONAL SKILLS Phonological Awareness	**READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Standard R.2:** **Demonstrate understanding of words, syllables, and sounds (phonemes).**

	R.2.2
	Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should:
	    1. assess where students are,
	    2. determine what they need to learn to master the skills appropriate to their grade level or grade span, and
	    3. access district resources to help students move toward proficiency.

Reading: Foundational Skills Phonics and Word Recognition	**READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Standard R.3:** **Know and apply grade-level phonics and word analysis skills when decoding words.**
CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	R.3.2.a Distinguish long and short vowels when reading regularly spelled one-syllable words.
CCSS.ELA-LITERACY.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.	R.3.2.b Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-LITERACY.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.	R.3.2.c Decode regularly spelled two-syllable words with long vowels.
CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	R.3.2.d Decode words with common prefixes and suffixes.
CCSS.ELA-LITERACY.RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.	R.3.2.e Identify words with inconsistent but common spelling-sound correspondences.
CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.	R.3.2.f Recognize and read grade-appropriate irregularly spelled words.

2.RWL.b1
Produce single-syllable words by blending sounds (phonemes), including consonant blends.
2.RWL.b2
Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words.
2.RWL.b3
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
2.RWL.c2
Identify long and short vowels in regularly spelled one-syllable words.

2.RWL.c3 Decode regularly spelled one-syllable words with long vowels. 2.RLW.c4 Decode regularly spelled two-syllable words with long vowels. 2.RWL.c5 Decode words with common prefixes and suffixes. 2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words. 2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.		
Reading: Foundational Skills Fluency		**READING: Fluency**
4. Read with sufficient accuracy and fluency to support comprehension.		**Standard R.12:** **Read with sufficient accuracy and fluency to support comprehension**
CCSS.ELA-LITERACY.RF.2.4.A Read grade-level text with purpose and understanding.		R.12.2.a Read various on-level text with purpose and understanding.
CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		R.12.2.b Read various on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		R.12.2.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. 2.RWL.d2 Identify grade level words with accuracy and on successive attempts. 2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions) 2.RWL.e3 Use context to confirm or self-correct word recognition.		
READING: LITERATURE	**READING: INFORMATIONAL TEXT**	**Reading**
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	**Standard R.4:** **Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**
CCSS.ELA-LITERACY.RL.2.1	CCSS.ELA-LITERACY.RI.2.1	R.4.2 Ask and answer questions about who, what, when, where, how, and why.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	

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

Informational
2.RI.d1
Answer who, what, where, when, why, and how, questions from informational text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	**Standard R.5:** **Provide an accurate summary of various texts; determine the central idea(s) or theme(s)-and analyze its development; throughout each text.**
CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.
	CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.

Literature
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.

Informational
2.RI.d2
Identify the main topic of a multi-paragraph informational text.
2.RI.d3
Identify the focus of a paragraph and the details that support the focus in an informational text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text**	**Standard R.6:** **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
CCSS.ELA-LITERACY.RL.2.3		R.6.2.a Describe how characters in a story respond to major events and challenges.

Describe how characters in a story respond to major events and challenges.		
	CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	R.6.2.b Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect.

Literature
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.

Informational
2.RI.f2
Identify the sequence of events in an informational text.
2.RI.f3
Identify the steps in a process in an informational text.
2.RI.f4
Identify the cause and effect relationships in an informational text.

READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
Craft and Structure:	**Craft and Structure:**	**READING: Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	**Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.
	CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	R.7.2.b Use provided resources to determine the meaning of words and phrases in a text.

Literature
No CCCs developed for this standard.

Informational 2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	**Standard R.8:** **Analyze the structure of various texts, including how the features and components relate to each other and the whole.**
CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.
	CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently.
Literature 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.		
Informational 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. 2.HD.e1 Identify text features to aid comprehension. 2.HD.e2 Use text features to aid comprehension.		
6. Assess how point of view or purpose shapes the content and style of a text.	**6. Assess how point of view or purpose shapes the content and style of a text.**	**Standard R.9:** **Assess how perspective or purpose shapes the content and style of a text.**
CCSS.ELA-LITERACY.RL.2.6		R.9.2.a Acknowledge differences in the points of view of characters.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
	CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Literature
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?)

Informational
2.RI.g1
Identify the main purpose of a text, including what question the author is answering, explaining, or describing.

Integration of Knowledge and Ideas:	Integration of Knowledge and Ideas:	READING: Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	**Standard R.11:** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms
	CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.
		R.11.2.d Compare and contrast the information presented by two texts on the same topic.

Literature
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 relationship 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. **Informational** 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. 2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas.		
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	**Standard R.10:** **Evaluate the argument and specific claims in various texts.**
CCSS.ELA-LITERACY.RL.2.8 (RL.2.8 not applicable to literature)	CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.	R.10.2.a Describe how reasons support specific points the author makes in a text.
Literature (Not applicable to literature) Not applicable		
Informational 2. RI.g2 Identify the facts and details an author gives to support points in a text. 2.RI.g3 Describe how facts and details support specific points the author makes in a text.		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**	**Standard R.11: (Repeated Anchor Standard)** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms
	CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.
		R.11.2.d Compare and contrast the information presented by two texts on the same topic.
Literature		

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.

2.RLg2

Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.

Informational

2.RI.f1

Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity:	Range of Reading and Level of Text Complexity:	Range and Complexity in Introduction*
10. Read and comprehend complex literary and informational texts independently and proficiently	**10. Read and comprehend complex literary and informational texts independently and proficiently**	***What are Texts?** A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following: Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including: • texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and • texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages. Text complexity has three components: qualitative, quantitative, and reader-task considerations. • Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands. • Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion. • Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).
CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Literature

2.HD.b1

Choose information or narrative text or adapted text to read and reread, listen to, or view for leisure purposes.

Informational

2.HD.b1

Choose information or narrative text to read and reread, listen to, or view for leisure purposes.

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).
2.HD.d4
Discuss key details and main topic of a preferred text.

Writing Strand

Writing – Strand #2 Common Core State Standards	*Writing – Strand #4 in 2020 Maine Learning Results*
Introduction The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. **Writing Standards K-5** The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. **Note on range and content of student writing** To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these	**WRITING PREAMBLE** Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines. This includes the foundational instruction of legible handwriting forms and skills such as printing, cursive, typing, as well as the use of technology to compose, where the use of formatting supports the task, audience, and purpose. In order to manage the increasing complexity of what students read and write, educators provide guidance and support when developmentally appropriate, with the understanding that students need to develop autonomy and independence over time, particularly at the upper grade levels. To that end, the standards include a developmentally appropriate progression of performance expectations that includes all grade levels. The K-5 performance expectations reflect a foundational level of skill acquisition, while the 6-8 and 9-Diploma grade bands expect that writing grows in sophistication and complexity. The strand of writing includes three standards, which have been arranged to reflect a traditional learning progression in the classroom, incorporating the use of technology when authentic to the task. Students begin with an exploration of a variety of texts/ideas, then use a process to refine, plan, and craft the communication of ideas, and finally compose with a style that reflects awareness of task, audience, and purpose. The standard and performance expectations for composing are consistent regardless of mode; therefore, the performance expectations for common modes (argument/opinion, informational/expository, and narrative) have been outlined in supporting documents.

goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

College and Career Readiness Anchor Standards for Writing	WRITING Anchor Standards
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)	**Inquiry to Build and Present Knowledge**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Standard W1**
	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**Process and Production**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**Standard W2**
	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
Production and Distribution of Writing	**Composing for Audience and Purpose**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Standard W3**
	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing	

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)	**WRITING: Composing for Audience and Purpose**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Standard W.3:** **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose**
CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W.3.2 Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	

2.WP.b1
State an opinion or preference about the topic or text and at least one reason for the opinion.
2.WP.b2
Connect gathered facts to an opinion using linking words in persuasive writing.
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.
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.

2.WI.b1
Write statements that name a topic and supplies some facts about the topic.

2.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions. 2.WI.h1 Order factual statements to describe a sequence of events or explain a procedure. 2.WI.h2 Provide a concluding statement or section to a permanent product.	
2.WL.c1 Tell about a single event or a series of events that describes actions, thoughts, or feelings. 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). 2.WL.f1 Provide a title for writing that tells the central idea or focus. 2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus. 2.WL.d2 Write a narrative that includes a sense of closure.	
Production and Distribution of Writing	**WRITING: Process and Production**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Standard W.2:** **Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
CCSS.ELA-LITERACY.W.2.4 (W.2.4 begins in grade 3)	
No CCCs developed for this standard.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. 2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. 2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.
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.	
Research to Build and Present Knowledge	**WRITING: Inquiry to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**Standard W.1:** **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.**
CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	W.1.2.a Investigate questions by participating in shared research and writing projects.
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). 2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.
2.WI.a2 Recall information from experiences (e.g., highlight, quote or paraphrase from source) to answer a question. 2.WI.d1 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question. 2.WL.a2 Recall information from experiences to answer a question. 2.WP.a3 Recall information from experiences to answer a question. 2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote, or paraphrase from text or discussion) to answer a question. 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. 2.WP.d2 Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion. 2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CCSS.ELA-LITERACY.W.2.9 (W.2.9 begins in grade 4)	

Not applicable	

Range of Writing	Range of Writing in Preamble*
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	** Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.*
CCSS.ELA-LITERACY.W.2.10 (W.2.10 begins in grade 3)	

Not applicable	

Speaking and Listening Strand

Speaking and Listening – Strand #3 Common Core State Standards	*Speaking and Listening – Strand #2 in 2020 Maine Learning Results*
Standards for Speaking and Listening Introduction The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. **Note on range and content of student speaking and listening** To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio. **Speaking and Listening Standards K–5** The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet	**SPEAKING AND LISTENING PREAMBLE** Speaking and listening are essential components in our schools, our homes, our communities, and our places of work. Direct, interpersonal communication is the cornerstone of human relationships, and nowhere is this more clearly articulated than in dialogue, discussion, presentation, and debate. Successful students must be able to communicate in multiple mediums, through conversations, interviews, digital presentations, and countless day-to-day interactions that build understanding of their world and the perspectives of their peers. Key to success in our modern world is interaction with diverse others and ever-changing groups, and creating and following community guidelines and rules, which is critical practice for civic responsibility later in life. Speaking and listening standards do not stand alone; like all Language Arts skills, they are interconnected. Early speaking and listening skills in primary grades are foundational to close reading skills in later grades, and throughout school and life the ability to understand, analyze, and evaluate others' words helps everyone develop a richer and deeper awareness of human motivation and purpose.

each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.	
Speaking and Listening Anchor Standards **Comprehension and Collaboration** 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **Presentation of Knowledge and Ideas** 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Speaking and Listening Anchor Standards** **Comprehension and Collaboration** **SL Standard.1:** Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. **SL Standard.2:** Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. **Presentation of Knowledge and Ideas** **SL Standard 3:** Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate. **SL Standard 4:** Adapt speech to a variety of contexts, audiences, and communicative tasks.
Speaking and Listening: Comprehension and Collaboration	**SPEAKING AND LISTENING: Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	**Standard SL.1:** **Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.	SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.
CCSS.ELA-LITERACY.SL.2.1.C	SL.1.2.c

Ask for clarification and further explanation as needed about the topics and texts under discussion.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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). 2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.	
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**Standard SL.2:** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media. 2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Standard SL.2 (Repeated Anchor Standard):** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.	
Presentation of Knowledge and Ideas	**SPEAKING AND LISTENING: Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**Standard SL.3:** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.HD.d3 Engage in small or large group discussions by sharing one's own writing. 2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and events with details orally or in writing.	

2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic. 2.WL.a3 Describe ideas about familiar people, places, things, and events. 2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details. 2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings. 2.WP.a2 Describe familiar people, places, things, and events with details orally or in writing.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**Standard SL.3: (Repeated Anchor Standard)** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.3.2.b Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
2.WA.4 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Standard SL.4:** **Adapt speech to a variety of contexts, audiences, and communicative tasks.**
CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	SL.4.2 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
2.WA.5 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.	

Language Strand

Language – Strand #4 Common Core State Standards	Language – Strand #1 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	**LANGUAGE PREAMBLE** Throughout the developmental continuum in English Language Arts/Literacy and across all content areas, language is the core of understanding and comprehension. Context is key. Human understanding is founded in communication and language, and organic experiences are the most effective means of learning language skills. While the language standards are presented separately from reading, writing, speaking, and listening, they are best utilized and presented as embedded skills within the other strands. A balance must be found between direct instruction of standards, like vocabulary acquisition and

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

spelling, and integrated instruction of standards, like vocabulary use and nuance.

These standards are not a checklist, but key components of reading, writing, speaking, and listening instruction, and they should be treated as such. Frequent, intentional reference to and instruction in these skills is essential to teaching students to be clear communicators in every medium and field. Each language standard may contain multiple concepts, at different levels of complexity. In early adolescence and adolescence grade spans, these are best taught in order as listed, even across grade levels, to provide students with the foundational knowledge required for success as they progress, not just through school, but through life. Developing facility with the language standards is key to building comprehension and fluency with increasingly complex texts and communications.

Language Anchor Standards
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

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

Language Anchor Standards
Conventions of Standard English
Standard L.1:
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

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

Vocabulary Acquisition and Use
Standard L.4:
Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

Standard L.5:
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

	Standard L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Conventions of Standard English	**LANGUAGE: Conventions of Standard English**
1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	**Standard L.1:** **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CCSS.ELA-LITERACY.L.2.1.A Use collective nouns (e.g., group).	L.1.2.a Use collective nouns (e.g., group).
CCSS.ELA-LITERACY.L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	L.1.2.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CCSS.ELA-LITERACY.L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).	L.1.2.c Use reflexive pronouns (e.g., myself, ourselves).
CCSS.ELA-LITERACY.L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	L.1.2.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs and choose between them depending on what is to be modified.	L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.
CCSS.ELA-LITERACY.L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.2.3.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.WA.6 Use collective and irregular plural nouns in writing. 2.WA.7 Use past tense irregular verbs in writing. 2.WA.9 Use reflexive pronouns (e.g., myself, ourselves) in writing. 2.WA.8 Use adjectives and adverbs in writing. 2.WA.10 Produce and expand upon simple or compound sentences.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Standard L.2:** **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CCSS.ELA-LITERACY.L.2.2.A	L.2.2.a Capitalize holidays, product names, and geographic names.

Capitalize holidays, product names, and geographic names.	
CCSS.ELA-LITERACY.L.2.2.B Use commas in greetings and closings of letters.	L.2.2.b Use commas in greetings and closings of letters.
CCSS.ELA-LITERACY.L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.	L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.
CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage□→ badge; boy□→ boil).
CCSS.ELA-LITERACY.L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
2.WA.14 Capitalize dates, name of people, holidays, product names, and geographic names. 2.WA.12 Use end punctuation for sentences. 2.WA.13 Use conventional spelling for words with common spelling patterns. 2.WA.1 Use end punctuation for sentences.	
Knowledge of Language	**LANGUAGE: Knowledge of Language**
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**Standard L.3**: **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English	L.3.2.a Compare formal and informal uses of English.
No CCCs written for this standard.	
Vocabulary Acquisition and Use	**LANGUAGE: Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**Standard L.4**: **Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	*Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.*

CCSS.ELA-LITERACY.L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	L.4.2.a Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	L.4.2.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
CCSS.ELA-LITERACY.L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CCSS.ELA-LITERACY.L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	L.4.2.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CCSS.ELA-LITERACY.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	L.4.2.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase. 2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root. 2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words. 2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word. 2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Standard L.5**: **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	*Demonstrate understanding of word relationships and nuances in word meanings.*
CCSS.ELA-LITERACY.L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CCSS.ELA-LITERACY.L.2.5.B	L.5.2.b

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

2.RWL.f1
Use newly acquired words in real-life context.
2.RWL.e2
Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.
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.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**Standard L.6**: **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	L.6.2.a 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).

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).
2.RWL.a1
Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).
2.RWL.f1
Use newly acquired words in real-life context.
2.RWL.f2
Use adjectives to describe nouns.
2.RWL.f3
Use adverbs to describe verbs.

ELA/Literacy Grade 3

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

Writing Foundational Skills
- Read, write, and transcribe using manuscript and cursive writing
- Spell regular two and three syllable words and single syllable words with less common spellings
- Use resources such as dictionaries and thesauri to check spellings

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 dictionaries

READING Strand

READING – Strand #1 Common Core State Standards	*READING – Strand #3 in 2020 Maine Learning Results*
College and Career Readiness Anchor Standards for Reading The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.	**READING PREAMBLE** The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment.

A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience.

The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

Reading: Foundational Skills
Introduction for K-5
These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.
Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Reading Standards K–5
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

2020 Maine Learning Results Reading
What is Reading?
Literacy is a basic human right, achievable by all students. The literacy continuum develops across an individual's lifetime, but literacy does not reside solely in the individual person; it requires and creates relationships with others through communication and interaction. The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment.
What are Texts?
A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:
Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:
- texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

- texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages.

Text complexity has three components: qualitative, quantitative, and reader-task considerations.

- Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands.
- Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion.
- Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).*

How are the Reading Standards Structured?

The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

In order to build a reading foundation, the standards are detailed for individual grade levels, Kindergarten through Grade 5. Grades 6 through Diploma are organized in bands, allowing local systems flexibility in course design and individual students opportunities for further growth.

The reading standards are comprised of five components:

1. **Foundational reading skills** are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, phonemic awareness, phonics and word recognition, and other basic conventions of English. (Standards 1-3)
2. **Key ideas and details** refers to what texts explicitly and implicitly say in order to make inferences and draw conclusions about meaning. (Standards 4-6)
3. **Author's craft and structure** refers to how authors use word choice, sentence structure, figurative language, and organization in order to convey ideas and meaning. (Standards 7-9)
4. **Integration of knowledge and ideas** refers to how readers explore, identify, organize, and synthesize meaning from multiple texts and perspectives. (Standards 10 & 11)
5. **Fluency** is critical to both foundational reading skills and comprehension and refers to the ability to read accurately with appropriate rate, phrasing, inflection, and expression. (Standard 12)

Foundational Reading Anchor Standards **Print Concepts**	**Reading Anchor Standards** **Print Concepts**

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1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.

Reading Anchor Standards
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

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Standard R1:
Demonstrate understanding of the organization and basic features of print.

Phonological Awareness
Standard R2:
Demonstrate understanding of words, syllables, and sounds (phonemes).

Phonics and Word Recognition
Standard R3:
Know and apply grade-level phonics and word analysis skills in decoding words.

Key Ideas and Details
Standard R4:
Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

Standard R5:
Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

Standard R6:
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
Standard R7:
Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard R8:
Analyze the structure of various texts, including how the features and components relate to each other and the whole.

Standard R9:
Assess how perspective or purpose shapes the content and style of various texts.

Integration of Knowledge and Ideas
Standard R10:

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8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Range of Reading and Level of Text Complexity** 10. Read and comprehend complex literary and informational texts independently and proficiently	Evaluate the argument and specific claims in various texts. **Standard R11:** Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological). **Fluency** **Standard R12:** Read with sufficient accuracy and fluency to support comprehension
READING: FOUNDATIONAL SKILLS Print Concepts	**READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS**
1. Demonstrate understanding of the organization and basic features of print.	**Standard R.1** **Demonstrate understanding of the organization and basic features of print.**
	R.1.3 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should: 1. assess where students are, 2. determine what they need to learn to master the skills appropriate to their grade level or grade span, and 3. access district resources to help students move toward proficiency.
Reading: FOUNDATIONAL SKILLS Phonological Awareness	**READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Standard R.2:** **Demonstrate understanding of words, syllables, and sounds (phonemes).**
	R.2.3 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should: 1. assess where students are, 2. determine what they need to learn to master the skills appropriate to their grade level or grade span, and 3. access district resources to help students move toward proficiency.
Reading: Foundational Skills Phonics and Word Recognition	**READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Standard R.3:** **Know and apply grade-level phonics and word analysis skills when decoding words.**

CCSS.ELA-LITERACY.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.	R.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.
CCSS.ELA-LITERACY.RF.3.3.B Decode words with common Latin suffixes.	R.3.3.b Decode words with common Latin suffixes.
CCSS.ELA-LITERACY.RF.3.3.C Decode multisyllable words.	R.3.3.c Decode multisyllabic words.
CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words.	R.3.3.d Read grade-appropriate irregularly spelled words.
3.RWL.g1 Identify the meaning of most common prefixes. 3.RWL.g2 Identify the meaning of most common suffixes. 3.RWL.g5 Decode multi-syllable words. 3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words. 3.RWL.g3 Decode regularly spelled one-syllable words with long vowels. 3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.	
Reading: Foundational Skills Fluency	**READING: Fluency**
4. Read with sufficient accuracy and fluency to support comprehension.	**Standard R.12:** **Read with sufficient accuracy and fluency to support comprehension**
CCSS.ELA-LITERACY.RF.3.4.A Read grade-level text with purpose and understanding.	R.12.3.a Read various on-level text with purpose and understanding.
CCSS.ELA-LITERACY.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	R.12.3.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	R.12.3.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. 3.RWL.h2 Identify grade level words with accuracy. 3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). 3.RWL.i1 Use context to confirm or self-correct word recognition.	
READING: LITERATURE	**READING: INFORMATIONAL TEXT**	**Reading**

Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	**Standard R.4:** **Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**
CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	R.4.3 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Literature 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). 3.RL.i2 Answer questions (literal and inferential) and refer to text to support your answer. 3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.		
Informational 3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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.		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	**Standard R.5:** **Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**
CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		R.5.3.a Retell texts, including details about who, what, when, where, why, and how; explain how the theme is supported.
	CCSS.ELA-LITERACY.RI.3.2	R.5.3.b Explain how the key details support the central idea of a text.

	Determine the main idea of a text; recount the key details and explain how they support the main idea.	

Literature
3.RL.i1
Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.
3.RL.k1
Use details to recount stories, including fables and folktales from diverse cultures.
3.RL.k3
Use information in the text to determine and explain a lesson learned by a character or theme within the story.

Informational
3.RI.i2
Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.RI.k5
Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.n1
Identify facts that an author uses to support a specific point or opinion.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text	Standard R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		R.6.3.a Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	R.6.3.b Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text.

Literature
3.RL.h2
Explain how characters' actions contribute to the sequence of events/plot.
3.RL.l1
Describe a character's traits in a story using details from the text and illustrations.
3.RL.l2
Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.
3.RL.l3
Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.

READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading

3.RL.l4
Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).
3.RL.m1
Analyze how a character's point of view influences a conflict within a text.

Informational
No CCCs developed for this standard.

READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
Craft and Structure:	**Craft and Structure:**	**READING: Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	**Standard R.7:** **Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		R.7.3.a Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
	CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	R.7.3.b Use provided resources to determine the meaning of domain-specific words and phrases.

Literature
3.RWL.k2
Determine the meaning of literal and nonliteral words and phrases as they are used in a text.
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.

Informational
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.

READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	**Standard R.8:** **Analyze the structure of various texts, including how the features and components relate to each other and the whole.**
CCSS.ELA-LITERACY.RL.3.5		R.8.3.a

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		Refer to parts of a text (e.g. chapters, scenes, or stanzas) and explain how each successive part builds on earlier sections.
	CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	R.8.3.b Use various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) to locate key facts or information in a text efficiently.

Literature
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).
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).

Informational
3.RI.h1
Identify the purpose of a variety of text features.
3.RI.h2
Use text features (keywords, glossary) to locate information relevant to a given topic or question.
3.RI.h3
Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.

6. Assess how point of view or purpose shapes the content and style of a text.	**6. Assess how point of view or purpose shapes the content and style of a text.**	**Standard R.9:** **Assess how perspective or purpose shapes the content and style of a text.**
CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.		R.9.3.a Distinguish the reader's personal point of view from that of the narrator or those of the characters.
	CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.	R.9.3.b Distinguish the reader's personal point of view from that of the author of a text.

Literature
3.RL.j4
Identify narrator or character's point of view.
3.RL.j5
Identify own point of view.
3.RL.j6
Distinguish their own point of view from that of the narrator or those of the characters.

Informational

3.RI.k1

Identify the author's purpose in an informational text.

3.RI.k2

Identify own point of view about a topic.

3.RI.k3

Compare own point of view to that of the author.

Integration of Knowledge and Ideas:	Integration of Knowledge and Ideas:	READING: Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	**Standard R.11:** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		R.11.3.a Explain how specific aspects of a text's illustrations contribute to the meaning of a text (e.g., create mood, emphasize aspects of a character or setting).
		R.11.3.b Compare and contrast themes, settings, characters, and plots of stories.
	CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	R.11.3.c Use information gained from the text features and the words within to demonstrate an understanding of the whole text.
		R.11.3.d Compare and contrast the key details presented in two texts on the same topic.

Literature

3.RL.i3

Support inferences, opinions, and conclusions using evidence from the text including illustrations.

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.

Informational

3.RI.h4

Use illustrations (e.g., maps, photographs) in informational texts to answer questions.

3.RI.l1

Identify information learned from illustrations and information learned from the words in an informational text.

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).

3.RI.i3

Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	**Standard R.10:** **Evaluate the argument and specific claims in various texts.**
CCSS.ELA-LITERACY.RL.3.8 (RL.3.8 not applicable to literature)	CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	R.10.3 Explain how an author or character uses reasons and evidence to support a claim in a text.
Literature Not applicable		
Informational 3.RI.j1 Identify signal words that help determine what the text structure is in an informational text. 3.RI.j2 Describe the connection between sentences and paragraphs in a text.		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**	**Standard R.11: (Repeated Anchor Standard)** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		R.11.3.a Explain how specific aspects of a text's illustrations contribute to the meaning of a text (e.g., create mood, emphasize aspects of a character or setting).
		R.11.3.b Compare and contrast themes, settings, characters, and plots of stories.
	CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	R.11.3.c Use information gained from the text features and the words within to demonstrate an understanding of the whole text.
		R.11.3.d Compare and contrast the key details presented in two texts on the same topic.
Literature 3.HD.h2 Compare two or more texts or adapted texts on the same topic or by the same author.		
Informational 3.HD.h2 Compare two or more texts on the same topic or by the same author.		

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.		
Range of Reading and Level of Text Complexity:	**Range of Reading and Level of Text Complexity:**	**Range and Complexity in Introduction***
10. Read and comprehend complex literary and informational texts independently and proficiently	**10. Read and comprehend complex literary and informational texts independently and proficiently**	***What are Texts?** A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:
CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including: - texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and - texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages. Text complexity has three components: qualitative, quantitative, and reader-task considerations. - Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands. - Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion. - Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).

Literature
3.HD.h1
Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text.

Informational
3.HD.h1
Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.

Writing Strand

Writing – Strand #2 Common Core State Standards	*Writing – Strand #4 in 2020 Maine Learning Results*

Introduction

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Writing Standards K-5

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

Note on range and content of student writing

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

WRITING PREAMBLE

Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines. This includes the foundational instruction of legible handwriting forms and skills such as printing, cursive, typing, as well as the use of technology to compose, where the use of formatting supports the task, audience, and purpose.

In order to manage the increasing complexity of what students read and write, educators provide guidance and support when developmentally appropriate, with the understanding that students need to develop autonomy and independence over time, particularly at the upper grade levels. To that end, the standards include a developmentally appropriate progression of performance expectations that includes all grade levels. The K-5 performance expectations reflect a foundational level of skill acquisition, while the 6-8 and 9-Diploma grade bands expect that writing grows in sophistication and complexity.

The strand of writing includes three standards, which have been arranged to reflect a traditional learning progression in the classroom, incorporating the use of technology when authentic to the task. Students begin with an exploration of a variety of texts/ideas, then use a process to refine, plan, and craft the communication of ideas, and finally compose with a style that reflects awareness of task, audience, and purpose. The standard and performance expectations for composing are consistent regardless of mode; therefore, the performance expectations for common modes (argument/opinion, informational/expository, and narrative) have been outlined in supporting documents.

College and Career Readiness Anchor Standards for Writing
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WRITING Anchor Standards
Inquiry to Build and Present Knowledge
Standard W1
Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Production and Distribution of Writing** 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **Research to Build and Present Knowledge** 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. **Process and Production** **Standard W2** Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. **Composing for Audience and Purpose** **Standard W3** Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)	**WRITING: Composing for Audience and Purpose**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Standard W.3: (Addresses all types of writing)** **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.3.3.a Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.3.3.b Develop the topic with relevant supporting details.
CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.	W.3.3.c Use developmentally appropriate linking words and phrases.
CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.3.3.d Use precise vocabulary/word choice.
CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.	W.3.3.e Provide a sense of closure that is related to the ideas presented.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**Repeated** **Standard W.3: (Addresses all types of writing)** **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**Repeated** W.3.3.a Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**Repeated** W.3.3.b Develop the topic with relevant supporting details.
CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.	**Repeated** W.3.3.c Use developmentally appropriate linking words and phrases.
CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	**Repeated** W.3.3.d Use precise vocabulary/word choice.
CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.	**Repeated** W.3.3.e Provide a sense of closure that is related to the ideas presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Standard W.3: (Addresses all types of writing) Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Repeated** W.3.3.a Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Repeated** W.3.3.b Develop the topic with relevant supporting details.
CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**Repeated** W.3.3.c Use developmentally appropriate linking words and phrases.
CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.	**Repeated** W.3.3.d Use precise vocabulary/word choice.
CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.	**Repeated** W.3.3.e Provide a sense of closure that is related to the ideas presented.

3.WP.k1
Introduce the topic or text within persuasive writing by stating an opinion. 3.WP.l1 Provide reasons or facts that support a stated opinion.
3.WP.m1
Use linking words and phrases that connect the opinions and reasons.
3.WP.n1
Provide a concluding statement or section.

3.WI.m1
Introduce a topic and group related information together.
3.WI.o1
Develop the topic (e.g., offer additional information which supports the topic) by using relevant facts, definitions, and details.
3.WI.p1
Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.
3.WI.l3
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
3.WI.q1
Provide a concluding statement or section to summarize the information presented.

3.WL.j2
Sequence events in writing that unfold naturally.

3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story. 3.WL.l1 Use temporal words and phrases to signal event order. 3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	
Production and Distribution of Writing	**WRITING: Process and Production**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Standard W.2:** **Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
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). 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. 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.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.3.a With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	
3.WP.j3 With guidance and support from peers and adults, develop a plan for writing. 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). 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). 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). 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). 3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story). 3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising. 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). 3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument). 3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning. 3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning. 3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.3.b With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.2.3.c Develop keyboarding skills.
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). 3.WA1 Develop keyboarding skills.	
Research to Build and Present Knowledge	**WRITING: Inquiry to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**Standard W.1:** **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.**
CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.	W.1.3.a Investigate questions by participating in research that builds knowledge about a topic.
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).	

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.3.b Gather information from a variety of sources and/or recall information from experiences in order to answer questions.
CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.1.3.c Take brief notes on sources and sort information into provided categories.

3.WP.i1
Recall relevant information from experiences for use in writing.
3.WL.h1
Recall information from experiences for use in writing.
3.WP.j1
Gather facts (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.
3.WL.i1
Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.
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.
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).
3.WI.k3
Locate important points on a single topic from two informational texts or sources.
3.WI.n1
Identify key details in an informational text.
3.WP.j2
Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
3.WI.l2
Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
3.WP.j4
Sort evidence collected from print and/or digital sources into provided categories.
3.WI.l4
Sort evidence collected from print and/or digital sources into provided categories.
3.WL.i3
Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CCSS.ELA-LITERACY.W.3.9 (W.3.9 begins in grade 4)	
Not applicable	
Range of Writing	**Range of Writing in Preamble***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	*Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.*
CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
No CCCs developed for this standard/	

Speaking and Listening Strand

Speaking and Listening – Strand #3 Common Core State Standards	*Speaking and Listening – Strand #2 in 2020 Maine Learning Results*
Standards for Speaking and Listening Introduction The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. **Note on range and content of student speaking and listening** To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio. **Speaking and Listening Standards K–5** The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.	**SPEAKING AND LISTENING PREAMBLE** Speaking and listening are essential components in our schools, our homes, our communities, and our places of work. Direct, interpersonal communication is the cornerstone of human relationships, and nowhere is this more clearly articulated than in dialogue, discussion, presentation, and debate. Successful students must be able to communicate in multiple mediums, through conversations, interviews, digital presentations, and countless day-to-day interactions that build understanding of their world and the perspectives of their peers. Key to success in our modern world is interaction with diverse others and ever-changing groups, and creating and following community guidelines and rules, which is critical practice for civic responsibility later in life. Speaking and listening standards do not stand alone; like all Language Arts skills, they are interconnected. Early speaking and listening skills in primary grades are foundational to close reading skills in later grades, and throughout school and life the ability to understand, analyze, and evaluate others' words helps everyone develop a richer and deeper awareness of human motivation and purpose.

Speaking and Listening Anchor Standards	Speaking and Listening Anchor Standards
Comprehension and Collaboration	**Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	**SL Standard.1:** Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL Standard.2:** Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Presentation of Knowledge and Ideas**
Presentation of Knowledge and Ideas	**SL Standard 3:** Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**SL Standard 4:** Adapt speech to a variety of contexts, audiences, and communicative tasks.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Speaking and Listening: Comprehension and Collaboration	**SPEAKING AND LISTENING: Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	**Standard SL.1:** **Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL.1.3 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.3.1.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.	SL.1.3.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.
CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.1.3.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-LITERACY.SL.3.1.C	SL.1.3.c

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.	SL.1.3.d Explain their own ideas and understanding in light of the discussion.

3.HD.i1
Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.
3.HD.i2
Ask questions to check understanding of information presented in collaborative discussions.
3.HD.i3
Link personal ideas and comments to the ideas shared by others in collaborative discussions.
3.HD.i4
Express ideas and understanding in light of collaborative discussions.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**Standard SL.2:** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.3.a Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

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.
3.RI.i2
Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Standard SL.2 (<u>Repeated Anchor Standard</u>):** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.2.3.b Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.RI.k4
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas	**SPEAKING AND LISTENING: Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**Standard SL.3:**

	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.3.3.a Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details. 3.WP.m2 Elaborate on each fact or opinion given in support of a claim with relevant details.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**Standard SL.3: (<u>Repeated Anchor Standard</u>)** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.3.b Create audio/video 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.
3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Standard SL.4:** **Adapt speech to a variety of contexts, audiences, and communicative tasks.**
CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	SL.4.3 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
No CCCs developed for this standard.	

Language Strand

Language – Strand #4 Common Core State Standards	Language – Strand #1 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	**LANGUAGE PREAMBLE** Throughout the developmental continuum in English Language Arts/Literacy and across all content areas, language is the core of understanding and comprehension. Context is key. Human understanding is founded in communication and language, and organic experiences are the most effective means of learning language skills. While the language standards are presented separately from reading, writing, speaking, and listening, they are best utilized and presented as embedded skills within the other strands. A balance must be found between direct instruction of standards, like vocabulary acquisition and

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

spelling, and integrated instruction of standards, like vocabulary use and nuance.

These standards are not a checklist, but key components of reading, writing, speaking, and listening instruction, and they should be treated as such. Frequent, intentional reference to and instruction in these skills is essential to teaching students to be clear communicators in every medium and field. Each language standard may contain multiple concepts, at different levels of complexity. In early adolescence and adolescence grade spans, these are best taught in order as listed, even across grade levels, to provide students with the foundational knowledge required for success as they progress, not just through school, but through life. Developing facility with the language standards is key to building comprehension and fluency with increasingly complex texts and communications.

Language Anchor Standards
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

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

Language Anchor Standards
Conventions of Standard English
Standard L.1:
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

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

Vocabulary Acquisition and Use
Standard L.4:
Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

Standard L.5:
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

	Standard L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Conventions of Standard English	LANGUAGE: **Conventions of Standard English**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Standard L.1**: **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	L.1.3.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.	L.1.3.b Form and use regular and irregular plural nouns.
CCSS.ELA-LITERACY.L.3.1.C Use abstract nouns (e.g., childhood).	L.1.3.c Use abstract nouns (e.g., childhood).
CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.	L.1.3.d Form and use regular and irregular verbs.
CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	L.1.3.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
CCSS.ELA-LITERACY.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.	L.1.3.f Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.	L.1.3.g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.	L.1.3.h Use coordinating and subordinating conjunctions.
CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.	L.1.3.i Produce simple, compound, and complex sentences.
3.WA.4 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences. 3.WA.6 Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs. 3.WA.7 Write sentences using correct subject-verb and pronoun-antecedent agreement. 3.WA.5 Use simple and compound sentences in informative/explanatory writing.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Standard L.2**: **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.	L.2.3.a Capitalize appropriate words in titles.
CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.	L.2.3.b Use commas in addresses.
CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.	L.2.3.c Use commas and quotation marks in dialogue.
CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.	L.2.3.d Form and use possessives.
CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	L.2.3.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	L.2.3.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.2.3.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3.WA.8 Capitalize words in holidays, product names, geographic names, and appropriate words in a title. 3.WA.11 Use commas accurately in addresses or dialogue within writing. 3.WA.9 Use quotation marks within writing. 3.WA.10 Use conventional spelling (e.g., sitting, smiled, cries) and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing high frequency and/or previously learned words. 2.WA.14 Capitalize dates, name of people, holidays, product names, and geographic names.	
Knowledge of Language	**LANGUAGE: Knowledge of Language**
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**Standard L.3**: **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.	L.3.3.a Choose words and phrases for effect.
CCSS.ELA-LITERACY.L.3.3.B	L.3.3.b

Recognize and observe differences between the conventions of spoken and written standard English.	Recognize and observe differences between the conventions of spoken and written standard English.
3.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.	
Vocabulary Acquisition and Use	**LANGUAGE: Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**Standard L.4**: **Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	*Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.*
CCSS.ELA-LITERACY.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	L.4.3.a Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	L.4.3.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
CCSS.ELA-LITERACY.L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L.4.3.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.4.3.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word. 3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word. 3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root. 3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Standard L.5**: **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
CCSS.ELA-LITERACY.L.3.5	*Demonstrate understanding of word relationships and nuances in word meanings.*

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
CCSS.ELA-LITERACY.L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L.5.3.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CCSS.ELA-LITERACY.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	L.5.3.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L.5.3.b Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context. 3.RWL.j1 Use newly acquired words in real-life context. 3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**Standard L.6**: **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.6.3.a Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately. 3.RWL.j3 Use newly acquired domain-specific words and phrases accurately. 3.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within informational writing.	

ELA/Literacy Grade 4

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

Writing Foundations Standards
- Read and write cursive and manuscript

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

READING Strand

READING – Strand #1 Common Core State Standards	READING – Strand #3 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Reading The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	**READING PREAMBLE** The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment. A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.
Reading: Foundational Skills **Introduction for K-5** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. **Reading Standards K–5**	**2020 Maine Learning Results Reading** **What is Reading?** Literacy is a basic human right, achievable by all students. The literacy continuum develops across an individual's lifetime, but literacy does not reside solely in the individual person; it requires and creates relationships with others through communication and interaction. The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment. **What are Texts?** A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:
- texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and
- texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages.

Text complexity has three components: qualitative, quantitative, and reader-task considerations.
- Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands.
- Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion.
- Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).*

How are the Reading Standards Structured?

The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

In order to build a reading foundation, the standards are detailed for individual grade levels, Kindergarten through Grade 5. Grades 6 through Diploma are organized in bands, allowing local systems flexibility in course design and individual students opportunities for further growth.

The reading standards are comprised of five components:
1. **Foundational reading skills** are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, phonemic awareness, phonics and word recognition, and other basic conventions of English. (Standards 1-3)
2. **Key ideas and details** refers to what texts explicitly and implicitly say in order to make inferences and draw conclusions about meaning. (Standards 4-6)
3. **Author's craft and structure** refers to how authors use word choice, sentence structure, figurative language, and organization in order to convey ideas and meaning. (Standards 7-9)

Foundational Reading Anchor Standards

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

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

Phonics and Word Recognition

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

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Reading Anchor Standards

Key Ideas and Details

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

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

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Reading Anchor Standards

Print Concepts

Standard R1:

Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

Standard R2:

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

Phonics and Word Recognition

Standard R3:

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

Key Ideas and Details

Standard R4:

Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

Standard R5:

Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

Standard R6:

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

Craft and Structure

Standard R7:

Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard R8:

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. **Integration of Knowledge and Ideas** 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Range of Reading and Level of Text Complexity** 10. Read and comprehend complex literary and informational texts independently and proficiently	Analyze the structure of various texts, including how the features and components relate to each other and the whole. **Standard R9:** Assess how perspective or purpose shapes the content and style of various texts. **Integration of Knowledge and Ideas** **Standard R10:** Evaluate the argument and specific claims in various texts. **Standard R11:** Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological). **Fluency** **Standard R12:** Read with sufficient accuracy and fluency to support comprehension
READING: FOUNDATIONAL SKILLS Print Concepts	**READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS**
1. Demonstrate understanding of the organization and basic features of print.	**Standard R.1** **Demonstrate understanding of the organization and basic features of print.**
	R.1.4 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should: 1. assess where students are, 2. determine what they need to learn to master the skills appropriate to their grade level or grade span, and 3. access district resources to help students move toward proficiency.
Reading: FOUNDATIONAL SKILLS Phonological Awareness	**READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Standard R.2:** **Demonstrate understanding of words, syllables, and sounds (phonemes).**
	R.2.4

	Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should: 1. assess where students are, 2. determine what they need to learn to master the skills appropriate to their grade level or grade span, and 3. access district resources to help students move toward proficiency.
Reading: Foundational Skills Phonics and Word Recognition	**READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Standard R.3:** **Know and apply grade-level phonics and word analysis skills when decoding words.**
CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	R.3.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words. 4.RWL.h2 Identify grade level words with accuracy and on successive attempts. 4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.	
Reading: Foundational Skills Fluency	**READING: Fluency**
4. Read with sufficient accuracy and fluency to support comprehension.	**Standard R.12:** **Read with sufficient accuracy and fluency to support comprehension**
CCSS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding.	R.12.4.a Read various on-level text with purpose and understand.
CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	R.12.4.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	R.12.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. 4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). 4.RWL.i1 Use context to confirm or self-correct word recognition.	

READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	**Standard R.4:** **Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**
CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	R.4.4 Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
Literature 4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. 4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. 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?).		
Informational 4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly. 4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	**Standard R.5:** **Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**
CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.		R.5.4.a Summarize texts, including details about who, what, when, where, how, and why; explain how the theme is supported.
	CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	R.5.4.b Summarize texts, including how the key details support the central idea.
Literature 4.RL.i3 Use evidence from the text to summarize a story, poem or drama.		

4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer. **Informational** 4.RI.i3 Determine the main idea of an informational text. 4.RI.i4 Identify supporting details of an informational text.		
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text**	**Standard R.6:** **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
CCSS.ELA-LITERACY.RL.4.3 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).		R.6.4.a Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.
	CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	R.6.4.b Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, explicitly referring to specific information from the text.
Literature 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). 4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. 4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.		
Informational No CCCs developed for this standard		
READING: LITERATURE	**READING: INFORMATIONAL TEXT**	**Reading**
Craft and Structure:	**Craft and Structure:**	**READING: Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	**Standard R.7:** **Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		R.7.4.a Determine the meaning of words and phrases including figurative language as they are used in a text.
	CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	R.7.4.b Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
Literature 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.		
Informational 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.		
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	**Standard R.8:** **Analyze the structure of various texts, including how the features and components relate to each other and the whole.**
CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		R.8.4.a Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text as a whole.
	CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	R.8.4.b Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
Literature 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). 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).		
Informational 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. 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. 4.RI.j3 Organize information presented in an informational text to demonstrate the text structure. 4.RI.h1 Use text features(keywords, glossary) to locate information relevant to a given topic or question. 4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.		
6. Assess how point of view or purpose shapes the content and style of a text.	**6. Assess how point of view or purpose shapes the content and style of a text.**	**Standard R.9:** **Assess how perspective or purpose shapes the content and style of a text.**
CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		R.9.4.a Compare and contrast the point of view from which different texts are narrated, including the difference between first- and third-person narrations.
	CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	R.9.4.b Compare and contrast primary and secondary sources of the same event or topic; describe the differences in perspective based on information in the texts.
Literature 4.RL.m1 Determine the author's point of view (first- or third- person). 4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
Informational 4.RI.k1 Determine if information in a text is firsthand or secondhand. 4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.		

Integration of Knowledge and Ideas:	Integration of Knowledge and Ideas:	READING: Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	**Standard R.11:** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		R.11.4.a Compare and contrast between texts and other multimedia versions and how it influences the meaning and author's intent.
		R.11.4.b Compare and contrast similar themes, topics, and patterns of events in texts.
	CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	R.11.4.c Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.

Literature
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.
4.RL.m3
Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.
4.RL.m4
Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.

Informational
4.RI.h4
Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) to answer questions.
4.RI.h5
Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.
4.RI.l1
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.RI.h3
Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	**Standard R.10:** **Evaluate the argument and specific claims in various texts.**
CCSS.ELA-LITERACY.RL.4.8 (RL.4.8 not applicable to literature)	CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	R.10.4 Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

Literature
Not applicable

Informational
4.RI.k3
Compare and contrast how different authors use reasons and evidence to support the same topics across texts.
4.RI.k5
Identify reasons that the author uses to support ideas in an informational text.
4.RI.n1
Identify facts that an author uses to support a specific point or opinion.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**	**Standard R.11: (Repeated Anchor Standard)** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		R.11.4.a Compare and contrast between texts and other multimedia versions and how it influences the meaning and author's intent.
		R.11.4.b Compare and contrast similar themes, topics, and patterns of events in texts.
	CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	R.11.4.c Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.

Literature
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.
4.RL.m6
Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Informational

4.HD.h2

Report out about two or more texts on the same self-selected topic.

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.

Range of Reading and Level of Text Complexity:	Range of Reading and Level of Text Complexity:	Range and Complexity in Introduction*
10. Read and comprehend complex literary and informational texts independently and proficiently	**10. Read and comprehend complex literary and informational texts independently and proficiently**	***What are Texts?**
CCSS.ELA-LITERACY.RL.4.10	CCSS.ELA-LITERACY.RI.4.10	A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:
		• texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and
		• texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages.
		Text complexity has three components: qualitative, quantitative, and reader-task considerations.
		• Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands.
		• Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion.
		• Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).

Literature

4.HD.h1

Read or be read to and recount self-selected stories, dramas, poetry and other types of text and adapted text.

Informational

4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.

Writing Strand

Writing – Strand #2 Common Core State Standards	*Writing – Strand #4 in 2020 Maine Learning Results*

Introduction

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Writing Standards K-5

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

Note on range and content of student writing

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

WRITING PREAMBLE

Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines. This includes the foundational instruction of legible handwriting forms and skills such as printing, cursive, typing, as well as the use of technology to compose, where the use of formatting supports the task, audience, and purpose.

In order to manage the increasing complexity of what students read and write, educators provide guidance and support when developmentally appropriate, with the understanding that students need to develop autonomy and independence over time, particularly at the upper grade levels. To that end, the standards include a developmentally appropriate progression of performance expectations that includes all grade levels. The K-5 performance expectations reflect a foundational level of skill acquisition, while the 6-8 and 9-Diploma grade bands expect that writing grows in sophistication and complexity.

The strand of writing includes three standards, which have been arranged to reflect a traditional learning progression in the classroom, incorporating the use of technology when authentic to the task. Students begin with an exploration of a variety of texts/ideas, then use a process to refine, plan, and craft the communication of ideas, and finally compose with a style that reflects awareness of task, audience, and purpose. The standard and performance expectations for composing are consistent regardless of mode; therefore, the performance expectations for common modes (argument/opinion, informational/expository, and narrative) have been outlined in supporting documents.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WRITING Anchor Standards

Inquiry to Build and Present Knowledge

Standard W1

Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Production and Distribution of Writing** 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **Research to Build and Present Knowledge** 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. **Process and Production** **Standard W2** Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. **Composing for Audience and Purpose** **Standard W3** Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)	**WRITING: Composing for Audience and Purpose**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Standard W.3: (Addresses all types of writing)** **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

CCSS.ELA-LITERACY.W.4.1.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.	W.3.3.a Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.	W.3.3.b Develop the topic with relevant supporting details.
CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	W.3.3.c Use developmentally appropriate linking words and phrases.
	W.3.3.d Use precise vocabulary/word choice.
CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.	W.3.3.e Provide a sense of closure that is related to the ideas presented.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**Repeated Standard W.3: (Addresses all types of writing) Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**Repeated** W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**Repeated** W.3.4.b Develop the topic with relevant supporting details.
CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	**Repeated** W.3.4.c Use developmentally appropriate linking words and phrases with increasing complexity.
CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	**Repeated** W.3.4.d Use precise vocabulary/word choice.
CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.	**Repeated** W.3.4.e Provide a sense of closure that is related to the ideas presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Standard W.3: (Addresses all types of writing) Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
CCSS.ELA-LITERACY.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**Repeated** W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
CCSS.ELA-LITERACY.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Repeated** W.3.4.b Develop the topic with relevant supporting details.
CCSS.ELA-LITERACY.W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.	**Repeated** W.3.4.c Use developmentally appropriate linking words and phrases with increasing complexity.
CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	**Repeated** W.3.4.d Use precise vocabulary/word choice.
CCSS.ELA-LITERACY.W.4.3.E Provide a conclusion that follows from the narrated experiences or events.	**Repeated** W.3.4.e Provide a sense of closure that is related to the ideas presented.

4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion. 4.WP.l1 Provide reasons which include facts and details that support a stated opinion. 4.WP.m1 Create an organizational structure that lists reasons in a logical order. 4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 4.WP.n1 Provide a concluding statement or section related to the opinion presented.
4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections. 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. 4.WI.p1 Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic. 4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.WI.q1 Provide a concluding statement or section to support the information presented.	
4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters. 4.WL.j2 Sequence events in writing that unfold naturally. 4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events. 4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events. 4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	
Production and Distribution of Writing	**WRITING: Process and Production**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Standard W.2:** **Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience. 4.WL.o1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. 4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.4.a With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-LITERACY.W.4.5 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 here.)	
4.WP.j3 With guidance and support from peers and adults, develop a plan for writing. 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). 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). 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). 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). 4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story). 4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising. 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). 4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing. 4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning. 4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning. 4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.4.b With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
CCSS.ELA-LITERACY.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.2.4.c Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length.
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). 4.WA1 Develop keyboarding skills.	
Research to Build and Present Knowledge	**WRITING: Inquiry to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**Standard W.1:** **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.**
CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.1.4.a Investigate questions by participating in research that builds varied knowledge about a topic.
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).	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.4.b Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	W.1.4.c Take notes on sources and sort information into provided categories.
	W.1.4.d Provide a list of sources.
4.WP.i1 Recall relevant information from experiences for use in writing. 4.WL.h1 Recall relevant information from experiences for use in writing. 4.WP.j1 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. 4.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources. 4.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources. 4.WI.n1 Identify key details from an informational text. 4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. 4.WI.l2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. 4.WI.l4 Sort evidence collected from print and/or digital sources into provided categories. 4.WP.j5 Provide a list of sources that contributed to the content within a writing piece. 4.WI.k2	

Provide a list of sources that contributed to the content within a writing piece. 4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CCSS.ELA-LITERACY.W.4.9.A Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	
CCSS.ELA-LITERACY.W.4.9.B Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	
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).	
Range of Writing	**Range of Writing in Preamble***
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	** Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.*
CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
No CCCs developed for this standard.	

Speaking and Listening Strand

Speaking and Listening – Strand #3 Common Core State Standards	*Speaking and Listening – Strand #2 in 2020 Maine Learning Results*
Standards for Speaking and Listening Introduction The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. **Note on range and content of student speaking and listening** To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what	**SPEAKING AND LISTENING PREAMBLE** Speaking and listening are essential components in our schools, our homes, our communities, and our places of work. Direct, interpersonal communication is the cornerstone of human relationships, and nowhere is this more clearly articulated than in dialogue, discussion, presentation, and debate. Successful students must be able to communicate in multiple mediums, through conversations, interviews, digital presentations, and countless day-to-day interactions that build understanding of their world and the perspectives of their peers. Key to success in our modern world is interaction with diverse others and ever-changing groups, and creating and following community guidelines and rules, which is critical practice for civic responsibility later in life.

others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

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

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

Speaking and listening standards do not stand alone; like all Language Arts skills, they are interconnected. Early speaking and listening skills in primary grades are foundational to close reading skills in later grades, and throughout school and life the ability to understand, analyze, and evaluate others' words helps everyone develop a richer and deeper awareness of human motivation and purpose.

Speaking and Listening Anchor Standards
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

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

Speaking and Listening Anchor Standards
Comprehension and Collaboration
SL Standard.1:
Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL Standard.2:
Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
SL Standard 3:
Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

SL Standard 4:
Adapt speech to a variety of contexts, audiences, and communicative tasks.

| Speaking and Listening: Comprehension and Collaboration | SPEAKING AND LISTENING: Comprehension and Collaboration |

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Standard SL.1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	SL.1.4 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.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.	SL.1.4.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.
CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	SL.1.4.b Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-LITERACY.SL.4.1.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.	SL.1.4.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.
CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SL.1.4.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. 4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions. 4.HD.i3 Make appropriate comments that contribute to a collaborative discussion. 4.HD.i4 Review the key ideas expressed within a collaborative discussion.	
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Standard SL.2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.4.a Paraphrase portions of a text read aloud or information presented in diverse media and formats.
4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Standard SL.2 (<u>Repeated Anchor Standard</u>):** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	SL.2.4.b Identify the reasons and evidence a speaker provides to support particular points.
4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points. 4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.	
Presentation of Knowledge and Ideas	**SPEAKING AND LISTENING: Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**Standard SL.3:** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.3.4.a 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.
4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details 4.WP.m3 Elaborate on each fact or opinion given in support of a claim with relevant details.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**Standard SL.3: (<u>Repeated Anchor Standard</u>)** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.3.4.b Add audio/video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Standard SL.4:** **Adapt speech to a variety of contexts, audiences, and communicative tasks.**
CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	SL.4.4 Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).

No CCCs written for this standard.

Language Strand

Language – Strand #4 Common Core State Standards	Language – Strand #1 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).	**LANGUAGE PREAMBLE** Throughout the developmental continuum in English Language Arts/Literacy and across all content areas, language is the core of understanding and comprehension. Context is key. Human understanding is founded in communication and language, and organic experiences are the most effective means of learning language skills. While the language standards are presented separately from reading, writing, speaking, and listening, they are best utilized and presented as embedded skills within the other strands. A balance must be found between direct instruction of standards, like vocabulary acquisition and spelling, and integrated instruction of standards, like vocabulary use and nuance. These standards are not a checklist, but key components of reading, writing, speaking, and listening instruction, and they should be treated as such. Frequent, intentional reference to and instruction in these skills is essential to teaching students to be clear communicators in every medium and field. Each language standard may contain multiple concepts, at different levels of complexity. In early adolescence and adolescence grade spans, these are best taught in order as listed, even across grade levels, to provide students with the foundational knowledge required for success as they progress, not just through school, but through life. Developing facility with the language standards is key to building comprehension and fluency with increasingly complex texts and communications.
Language Anchor Standards **Conventions of Standard English** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **Vocabulary Acquisition and Use**	**Language Anchor Standards** **Conventions of Standard English** **Standard L.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **Standard L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** **Standard L.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**Vocabulary Acquisition and Use** **Standard L.4:** Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. **Standard L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. **Standard L.6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Conventions of Standard English	**LANGUAGE: Conventions of Standard English**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Standard L.1**: **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	L.1.4.a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	L.1.4.b Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	L.1.4.c Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	L.1.4.e Form and use prepositional phrases.
CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	L.1.4.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).	L.1.4.g Correctly use frequently confused words (e.g., *to, too, two; there, their*).
4.WA.4	

Use relative pronouns and relative adverbs in writing. 4.WA.5 Use prepositional phrases in writing. 4.WA.6 Produce simple, compound, and complex sentences in writing. 4.WA.7 Recognize and correct inappropriate fragments and run-on sentences.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Standard L.2**: **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	L.2.4.a Use correct capitalization.
CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	L.2.4.b Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	L.2.4.c Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.	L.2.4.d Spell grade-appropriate words correctly, consulting references as needed.
	L.2.3.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4.WA.8 Use correct capitalization in writing. 4.WA.9 Use commas and quotation marks in writing. 4.WA.10 Spell words correctly in writing, consulting references as needed.	
Knowledge of Language	**LANGUAGE: Knowledge of Language**
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**Standard L.3**: **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.3.4 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely.	L.3.4.a Choose words and phrases to convey ideas precisely.
CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.	L.3.4.b Choose punctuation for effect.

CCSS.ELA-LITERACY.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.3.4.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
4.WA.11 Choose words and phrases for appropriate effect (e.g., to inform) within writing.	
Vocabulary Acquisition and Use	**LANGUAGE: Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**Standard L.4:** **Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
CCSS.ELA-LITERACY.L.4.4 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.	*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.*
CCSS.ELA-LITERACY.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph autograph).
CCSS.ELA-LITERACY.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning. 4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word. 4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word. 4.RWL.k4 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Standard L.5:** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
CCSS.ELA-LITERACY.L.4.5	*Demonstrate understanding of word relationships and nuances in word meanings.*

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	L.5.4.a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
CCSS.ELA-LITERACY.L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	L.5.4.b Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-LITERACY.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	L.5.4.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4.RWL.k2 Identify simple metaphors in context. 4.RWL.i5 Relate words to their opposites (antonyms). 4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms). 4.RWL.k3 Identify the meaning of common idioms.	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**Standard L.6**: **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.6.4.a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
4.RWL.j1 Use general academic and domain specific words and phrases accurately. 4.WA.12 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.	

ELA/Literacy Grade 5

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

Writing Foundational Standards
- Read and write cursive and manuscript

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

READING Strand

READING – Strand #1 Common Core State Standards	*READING – Strand #3 in 2020 Maine Learning Results*

College and Career Readiness Anchor Standards for Reading The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	**READING PREAMBLE** The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment. A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.
Reading: Foundational Skills **Introduction for K-5** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. **Reading Standards K–5** The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are	**2020 Maine Learning Results Reading** **What is Reading?** Literacy is a basic human right, achievable by all students. The literacy continuum develops across an individual's lifetime, but literacy does not reside solely in the individual person; it requires and creates relationships with others through communication and interaction. The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment. **What are Texts?** A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following: Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including: • texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating

expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and
- texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages.

Text complexity has three components: qualitative, quantitative, and reader-task considerations.
- Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands.
- Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion.
- Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).*

How are the Reading Standards Structured?

The reading standards are designed progressively, using specificity, and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

In order to build a reading foundation, the standards are detailed for individual grade levels, Kindergarten through Grade 5. Grades 6 through Diploma are organized in bands, allowing local systems flexibility in course design and individual students opportunities for further growth.

The reading standards are comprised of five components:

1. **Foundational reading skills** are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, phonemic awareness, phonics and word recognition, and other basic conventions of English. (Standards 1-3)
2. **Key ideas and details** refers to what texts explicitly and implicitly say in order to make inferences and draw conclusions about meaning. (Standards 4-6)
3. **Author's craft and structure** refers to how authors use word choice, sentence structure, figurative language, and organization in order to convey ideas and meaning. (Standards 7-9)
4. **Integration of knowledge and ideas** refers to how readers explore, identify, organize, and synthesize meaning from multiple texts and perspectives. (Standards 10 & 11)
5. **Fluency** is critical to both foundational reading skills and comprehension and refers to the ability to read accurately with

	appropriate rate, phrasing, inflection, and expression. (Standard 12)
Foundational Reading Anchor Standards	**Reading Anchor Standards**
Print Concepts	**Print Concepts**
1. Demonstrate understanding of the organization and basic features of print.	**Standard R1:** Demonstrate understanding of the organization and basic features of print.
Phonological Awareness	**Phonological Awareness**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Standard R2:** Demonstrate understanding of words, syllables, and sounds (phonemes).
Phonics and Word Recognition	**Phonics and Word Recognition**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Standard R3:** Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	**Key Ideas and Details**
4. Read with sufficient accuracy and fluency to support comprehension.	**Standard R4:** Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.
Reading Anchor Standards	
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**Standard R5:** Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**Standard R6:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Craft and Structure	**Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**Standard R7:** Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**Standard R8:** Analyze the structure of various texts, including how the features and components relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.	**Standard R9:**

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Range of Reading and Level of Text Complexity** 10. Read and comprehend complex literary and informational texts independently and proficiently	Assess how perspective or purpose shapes the content and style of various texts. **Integration of Knowledge and Ideas** **Standard R10:** Evaluate the argument and specific claims in various texts. **Standard R11:** Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological). **Fluency** **Standard R12:** Read with sufficient accuracy and fluency to support comprehension
READING: FOUNDATIONAL SKILLS Print Concepts	**READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS**
1. Demonstrate understanding of the organization and basic features of print.	**Standard R.1** **Demonstrate understanding of the organization and basic features of print.**
	R.1.5 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should: 1. assess where students are, 2. determine what they need to learn to master the skills appropriate to their grade level or grade span, and 3. access district resources to help students move toward proficiency.
Reading: FOUNDATIONAL SKILLS Phonological Awareness	**READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Standard R.2:** **Demonstrate understanding of words, syllables, and sounds (phonemes).**
	R.2.5 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should: 1. assess where students are, 2. determine what they need to learn to master the skills appropriate to their grade level or grade span, and 3. access district resources to help students move toward proficiency.

Reading: Foundational Skills Phonics and Word Recognition	READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**Standard R.3:** **Know and apply grade-level phonics and word analysis skills when decoding words.**
CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	R.3.5 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	
Reading: Foundational Skills Fluency	READING: Fluency
4. Read with sufficient accuracy and fluency to support comprehension.	**Standard R.12:** **Read with sufficient accuracy and fluency to support comprehension**
CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding.	R.12.5.b Read with sufficient accuracy-and fluency to support comprehension.
CCSS.ELA-LITERACY.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	R.12.5.a Read various on-level texts with purpose and understanding.
CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	R.12.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.RWL.a1 Use context to confirm or self-correct word recognition.	

READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	**Standard R.4:** **Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**
CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	R.4.5 Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
Literature 5.RL.b1		

Refer to details and examples in a text when explaining what the text says explicitly. 5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.		
Informational 5.RI.c2 Quote accurately from a text when explaining what the text says explicitly. 5.RI.c3 Quote accurately from a text to support inferences.		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	**Standard R.5:** **Provide an accurate summary of various texts; determine the central idea(s) or theme(s)-and analyze its development; throughout each text.**
CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		R.5.5.a Summarize texts, including theme and character development.
	CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	R.5.5.b Summarize texts, including how the key details support two or more central ideas.
Literature 5.RL.c1 Summarize a portion of text such as a paragraph or a chapter. 5.RL.c2 Summarize a text from beginning to end in a few sentences. 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.		
Informational 5.RI.c4 Determine the main idea and identify key details to support the main idea. 5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.		
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text**	**Standard R.6:** **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
CCSS.ELA-LITERACY.RL.5.3		R.6.5.a

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).		Analyze how two or more characters, settings, or events in a story are related, drawing on specific details in the text (e.g., how characters interact).
	CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	R.6.5.b Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text.

Literature
5.RL.d1
Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.
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).

Informational
5.RI.d1
Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.
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.
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.

READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
Craft and Structure:	**Craft and Structure:**	**READING: Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	**Standard R.7:** **Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		R.7.5.a Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
	CCSS.ELA-LITERACY.RI.5.4	R.7.5.b

	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Initiate strategies to determine meaning of domain-specific words and phrases.
Literature 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.		
Informational 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.		
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	**Standard R.8:** **Analyze the structure of various texts, including how the features and components relate to each other and the whole.**
CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		R.8.5.a Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.
	CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	R.8.5.b 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 on the same topic.
Literature 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. 5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.		
Informational 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). 5.RI.b2 Use signal word to identify common types of text structure. 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.		
6. Assess how point of view or purpose shapes the content and style of a text.	**6. Assess how point of view or purpose shapes the content and style of a text.**	**Standard R.9:** **Assess how perspective or purpose shapes the content and style of a text.**
CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.		R.9.5.a Describe how a narrator's or speaker's point of view influences how events are described in various contexts.
	CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	R.9.5.b Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.
Literature 5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described. 5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed. 5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text. 5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.		
Informational 5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.		
Integration of Knowledge and Ideas:	**Integration of Knowledge and Ideas:**	**READING: Integration of Knowledge and Ideas**
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	**Standard R.11:** **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		R.11.5.a Analyze how diverse forms and their features contribute to the meaning, tone, and author's intent of a text.
		R.11.5.b Compare and contrast how two or more authors of the same text type interpret similar themes and topics.

		CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	R.11.5.c Draw on information presented in various texts in order to answer a question or to solve a problem.

Literature
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).

Informational
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.
5.RI.d4
Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	**Standard R.10:** **Evaluate the argument and specific claims in various texts.**
CCSS.ELA-LITERACY.RL.5.8 (RL.5.8 not applicable to literature)	CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	R.10.5.a Trace the organization and development of a claim in a text.
		R.10.5.b Determine the effectiveness of an author's or character's claim.

Literature
Not applicable

Informational
5.RI.e2
Explain how an author uses reasons and evidence to support particular points in a text.
5.RI.e3
Identify reasons and evidence that support an author's point(s) in a text.
5.RI.a1
Identify the author's stated thesis/claim/opinion.
5.RI.q2
Identify evidence the author uses to support stated thesis/claim/opinion.

9. Analyze how two or more texts address similar themes or topics in	**9. Analyze how two or more texts address similar themes or topics in**	**Standard R.11: (Repeated Anchor Standard)**

order to build knowledge or to compare the approaches the authors take.	**order to build knowledge or to compare the approaches the authors take.**	**Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		R.11.5.a Analyze how diverse forms and their features contribute to the meaning, tone, and author's intent of a text.
		R.11.5.b Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
	CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	R.11.5.c Draw on information presented in various texts in order to answer a question or to solve a problem.

Literature
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.

Informational
5.RI.f1
Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).
5.RI.f2
Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.

Range of Reading and Level of Text Complexity:	**Range of Reading and Level of Text Complexity:**	**Range and Complexity in Introduction***
10. Read and comprehend complex literary and informational texts independently and proficiently	**10. Read and comprehend complex literary and informational texts independently and proficiently**	***What are Texts?** A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student's experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following: Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:
. CCSS.ELA-LITERACY.RL.5.10 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.	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	• texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and • texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages.

		Text complexity has three components: qualitative, quantitative, and reader-task considerations.
		- Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands. - Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion. - Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader's purpose, type of reading, and intended outcome(s).

Literature
5.HD.a1
Read or be read to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels.
5.RL.a1
Use a variety of strategies to derive meaning from a variety of texts.

Informational
5.HD.a1
Read or be read to a variety of texts including graphic novels, poetry, fiction, and nonfiction novels.
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.

Writing Strand

Writing – Strand #2 Common Core State Standards	*Writing – Strand #4 in 2020 Maine Learning Results*
Introduction The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. **Writing Standards K-5** The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the	**WRITING PREAMBLE** Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines. This includes the foundational instruction of legible handwriting forms and skills such as printing, cursive, typing, as well as the use of technology to compose, where the use of formatting supports the task, audience, and purpose. In order to manage the increasing complexity of what students read and write, educators provide guidance and support when developmentally appropriate, with the understanding that students need to develop autonomy and independence over time, particularly at the upper grade levels. To that end, the standards include a developmentally appropriate progression of performance expectations that includes all grade levels. The K-5 performance expectations reflect a foundational level of skill acquisition, while the 6-8 and 9-Diploma grade bands expect that writing grows in sophistication and complexity.

former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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

The strand of writing includes three standards, which have been arranged to reflect a traditional learning progression in the classroom, incorporating the use of technology when authentic to the task. Students begin with an exploration of a variety of texts/ideas, then use a process to refine, plan, and craft the communication of ideas, and finally compose with a style that reflects awareness of task, audience, and purpose. The standard and performance expectations for composing are consistent regardless of mode; therefore, the performance expectations for common modes (argument/opinion, informational/expository, and narrative) have been outlined in supporting documents.

College and Career Readiness Anchor Standards for Writing
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WRITING Anchor Standards
Inquiry to Build and Present Knowledge
Standard W1
Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

Process and Production
Standard W2
Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Composing for Audience and Purpose
Standard W3
Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)	**WRITING: Composing for Audience and Purpose**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Standard W.3: (Addresses all types of writing)** **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
CCSS.ELA-LITERACY.W.5.1.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.	**Repeated** W.3.5.a Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.	**Repeated** W.3.5.b Develop the topic with relevant, logically ordered supporting details.
CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	**Repeated** W.3.5.c Use developmentally appropriate linking words and phrases with increasing complexity.
	Repeated W.3.5.d Use precise vocabulary/word choice.
CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.	**Repeated** W.3.5.e Provide a sense of closure that is related to the ideas presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**Repeated** **Standard W.3: (Addresses all types of writing)** **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**Repeated** W.3.5.a Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**Repeated** W.3.5.b Develop the topic with relevant, logically ordered supporting details.
CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	**Repeated** W.3.5.c Use developmentally appropriate linking words and phrases with increasing complexity.
CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	**Repeated** W.3.5.d Use precise vocabulary/word choice.
CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.	**Repeated** W.3.5.e Provide a sense of closure that is related to the ideas presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**Standard W.3: (Addresses all types of writing)** **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**Repeated** W.3.5.a Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	**Repeated** W.3.5.b Develop the topic with relevant, logically ordered supporting details.
CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	**Repeated** W.3.5.c Use developmentally appropriate linking words and phrases with increasing complexity.
CCSS.ELA-LITERACY.W.5.3.D	**Repeated** W.3.5.d Use precise vocabulary/word choice.

Use concrete words and phrases and sensory details to convey experiences and events precisely.	
CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.	**Repeated** W.3.5.e Provide a sense of closure that is related to the ideas presented.

5.WP.c1
Write an introduction that states own opinion within persuasive text.
5.WP.c2
Create an organizational structure in which ideas are logically grouped to support the writer's opinion.
5.WP.d1
Provide relevant facts to support stated opinion or reasons within persuasive writing.
5.WP.e1
Link opinions and reasons using words, phrases, and clauses.
5.WP.g1
Provide a clear concluding statement or section related to the opinion stated.

5.WI.c1
Write an introduction that includes context/background information, establishes a central idea or focus about a topic.
5.WI.b3
Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
5.WI.d1
Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
5.WI.f1
Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia appropriate to convey information about the topic.
5.WI.e1
Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.
5.WI.d2
Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.WI.g1
Provide a concluding statement or section to summarize the information presented.

5.WL.c1
Organize ideas and event so that they unfold naturally.
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.
5.WL.c3
Use transitional words, phrases, and clauses to manage the sequence of events.
5.WL.d1
Use concrete words and phrases and sensory details to convey experiences and events precisely.
5.WL.e1
Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.
5.WL.g1
Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated events.

Production and Distribution of Writing	**WRITING: Process and Production**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Standard W.2:** **Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. 5.WP.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5.a With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	
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). 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). 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). 5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). 5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing. 5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.5.b With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
CCSS.ELA-LITERACY.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	W.2.5.c Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length.

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). 5.WA1 Develop keyboarding skills. 5.RI.b3 Use search tools or text features as a means of locating relevant information.	
Research to Build and Present Knowledge	**WRITING: Inquiry to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**Standard W.1:** **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.**
CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.1.5.a Investigate and generate questions by participating in research that builds varied knowledge about a topic.
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).	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.5.b Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	W.1.5.c Summarize or paraphrase notes on sources and sort information into provided categories.
	W.1.5.d Provide a list of sources.
5.WP.b2 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. 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. 5.WI.a1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources. 5.WP.b3 Provide a list of sources that contributed to the content within a writing piece. 5.WI.a2 Provide a list of sources that contributed to the content within a writing piece. 5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	

CCSS.ELA-LITERACY.W.5.9.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]").	
CCSS.ELA-LITERACY.W.5.9.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]"").	
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).	
Range of Writing	**Range of Writing in Preamble***
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	** Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.*
CCSS.ELA-LITERACY.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
No CCCs developed for this standard.	

Speaking and Listening Strand

Speaking and Listening – Strand #3 Common Core State Standards	*Speaking and Listening – Strand #2 in 2020 Maine Learning Results*
Standards for Speaking and Listening Introduction The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. **Note on range and content of student speaking and listening** To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.	**SPEAKING AND LISTENTING PREAMBLE** Speaking and listening are essential components in our schools, our homes, our communities, and our places of work. Direct, interpersonal communication is the cornerstone of human relationships, and nowhere is this more clearly articulated than in dialogue, discussion, presentation, and debate. Successful students must be able to communicate in multiple mediums, through conversations, interviews, digital presentations, and countless day-to-day interactions that build understanding of their world and the perspectives of their peers. Key to success in our modern world is interaction with diverse others and ever-changing groups, and creating and following community guidelines and rules, which is critical practice for civic responsibility later in life. Speaking and listening standards do not stand alone; like all Language Arts skills, they are interconnected. Early speaking and listening skills in primary grades are foundational to close reading skills in later grades, and throughout school and life the ability to understand, analyze, and evaluate others' words helps everyone develop a richer and deeper awareness of human motivation and purpose.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio. **Speaking and Listening Standards K–5** The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.	
Speaking and Listening Anchor Standards **Comprehension and Collaboration** 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **Presentation of Knowledge and Ideas** 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Speaking and Listening Anchor Standards** **Comprehension and Collaboration** **SL Standard.1:** Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. **SL Standard.2:** Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. **Presentation of Knowledge and Ideas** **SL Standard 3:** Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate. **SL Standard 4:** Adapt speech to a variety of contexts, audiences, and communicative tasks.
Speaking and Listening: Comprehension and Collaboration	**SPEAKING AND LISTENING: Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	**Standard SL.1:** **Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**

CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	SL.1.5 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.5.1.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.	SL.1.5.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.
CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	SL.1.5.b Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	SL.1.5.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL.1.5.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
5.HD.e1 Make appropriate comments that contribute to a collaborative discussion. 5.HD.e2 Review the key ideas expressed within a collaborative discussion.	
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**Standard SL.2:** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats.
5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed. 5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Standard SL.2 (<u>Repeated Anchor Standard</u>):** **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.2.5.b Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.RI.g3 Identify a speaker's points or claims.	

5.RI.c6 Summarize the points a speaker makes. 5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims. 5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.	
Presentation of Knowledge and Ideas	**SPEAKING AND LISTENING: Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**Standard SL.3:** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.3.5.a Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details. 5.WP.e2 Elaborate on each fact or opinion given in support of a claim with relevant details.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**Standard SL.3: (Repeated Anchor Standard)** **Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.3.5.b Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic. 5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Standard SL.4:** **Adapt speech to a variety of contexts, audiences, and communicative tasks.**
CCSS.ELA-LITERACY.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	SL.4.5 Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.
No CCCs written for this standard.	

Language Strand

Language – Strand #4 Common Core State Standards	Language – Strand #1 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).	**LANGUAGE PREAMBLE** Throughout the developmental continuum in English Language Arts/Literacy and across all content areas, language is the core of understanding and comprehension. Context is key. Human understanding is founded in communication and language, and organic experiences are the most effective means of learning language skills. While the language standards are presented separately from reading, writing, speaking, and listening, they are best utilized and presented as embedded skills within the other strands. A balance must be found between direct instruction of standards, like vocabulary acquisition and spelling, and integrated instruction of standards, like vocabulary use and nuance. These standards are not a checklist, but key components of reading, writing, speaking, and listening instruction, and they should be treated as such. Frequent, intentional reference to and instruction in these skills is essential to teaching students to be clear communicators in every medium and field. Each language standard may contain multiple concepts, at different levels of complexity. In early adolescence and adolescence grade spans, these are best taught in order as listed, even across grade levels, to provide students with the foundational knowledge required for success as they progress, not just through school, but through life. Developing facility with the language standards is key to building comprehension and fluency with increasingly complex texts and communications.
Language Anchor Standards **Conventions of Standard English** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **Vocabulary Acquisition and Use** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**Language Anchor Standards** **Conventions of Standard English** **Standard L.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **Standard L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** **Standard L.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening. **Vocabulary Acquisition and Use** **Standard L.4:**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. **Standard L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. **Standard L.6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Conventions of Standard English	**LANGUAGE: Conventions of Standard English**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Standard L.1**: **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	L.1.5.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	L.1.5.b *I had walked; I have walked; I will have walked*) verb tenses.
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	L.1.5.c Use verb tense to convey various times, sequences, states, and conditions.
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.	L.1.5.d Recognize and correct inappropriate shifts in verb tense.
CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).	L.1.5.e Use correlative conjunctions (e.g., *either/or, neither/nor*).
5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition. 5.WA.6 Recognize and correct inappropriate shifts in verb tense. 5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Standard L.2**: **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CCSS.ELA-LITERACY.L.5.2.A	L.2.5.a

Use punctuation to separate items in a series.	Use punctuation to separate items in a series.
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	L.2.5.b Use a comma to separate an introductory element from the rest of the sentence.
CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	L.2.5.c Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	L.2.5.d Use underlining, quotation marks, or italics to indicate titles of works.
CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	L.2.5.e Spell grade-appropriate words correctly, consulting references as needed.
5.WA.9 Use punctuation to separate items in a series. 5.WA.10 Use commas accurately in writing. 5.WA.11 Spell words correctly in writing, consulting references as needed.	
Knowledge of Language	**LANGUAGE: Knowledge of Language**
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**Standard L.3**: **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.3.5 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener	L.3.5.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	L.3.5.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.	
Vocabulary Acquisition and Use	**LANGUAGE: Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**Standard L.4**: **Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**

CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.*
CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	L.4.5.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	L.4.5.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.4.5.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words. 5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word. 5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. 5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Standard L.5**: **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	*Demonstrate understanding of word relationships and nuances in word meanings.*
CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	L.5.5.a Interpret figurative language, including similes and metaphors, in context.
CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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. 5.WL.f1 Use figurative language in context, including similes and metaphors.	

5.RWL.e2 Identify the meaning of common idioms or proverbs. 5.WA13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**Standard L.6:** **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	L.6.5 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).
5.RWL.c1 Use general academic and domain specific words and phrases accurately. 5.WA14 Use grade appropriate general academic and domain-specific words and phrases accurately within informational writing.	