

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

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA/Literacy found in the Maine Learning Results and the Learning Progressions Frameworks (LPF). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Maine Learning Results, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

The Learning Progressions Frameworks to be Used with The Common Core State Standards in ELA & Literacy © Hess, Karin K., (December 2011)

STRAND 1: <u>Reading and Writing Habits & Dispositions (HD)</u> – 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: <u>Reading/Making Meaning at the Word Level (RWL)</u> – 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: <u>Reading Literature/Making Meaning at the Text Level (RL)</u> – 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: <u>Reading Informational Texts/Making Meaning at the Text Level (RI)</u> – 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		
F	E.HD Use self-selected print and non-print texts and	0 0	M.HD Use self-selected print/non-print texts, self-
	Comprehend texts and enjoy reading.		monitoring strategies and tools, and goal setting to:
		• Comprehend, sustain, and enjoy reading.	
Explore and improve written and oral communication			• Improve and expand written and oral
			communication.
	Grades K-2	Grades 3-4	Grades 5-6
	Demonstrate increasing confidence, engagement,	Demonstrate increasing confidence, engagement,	Demonstrate increasing confidence, engagement,
	and independence by	and independence by	and independence by
	E.HD.a recognizing that reading	E.HD.h self-selecting texts at own reading level to	M.HD.a varying reading or writing options to
	should "make sense" and that writing "carries a	expand personal breadth or depth (e.g., genre,	fulfill own purposes, including exploring new
	message"	author, topic, inquiry)	genres or
	(K.SL.2)	E.HD.i contributing relevant ideas in book or	perspectives (e.g., non-traditional, digital, or more
	E.HD.b enjoying choosing texts to read and reread	writing discussions and initiating comments (e.g.,	challenging texts)
	(or listen to/view) for own purposes (e.g., curiosity,	share something learned, ask questions, make	(5.W.10)
	personal interest, to find an answer, favorite author)	connections)	M.HD.b self-monitoring and deepening
	E.HD.c engaging in shared and independent /self-	(3.SL.1c, 3.SL.1d; 4.SL.1c, 4.SL.1d)	comprehension with metacognitive self-talk ("I
	initiated reading and writing activities	E.HD.j using self-monitoring talk ("I think",	wonder", "Now I know so I think this means
	(K.SL-1, K.SL.2; and 1.SL.1, 1.SL.2; 2.SL.1, 2.SL.	"This reminds me of, This was about") and	that"), including identifying conflicting
	2)	fix-up strategies (e.g., rereading, word solving	information from different sources
	E.HD.d discussing a favorite text (something	using phonics and context clues, visualizing) to	M.HD.c flexibly making strategy choices and
	learned from reading, connect to experience);	monitor comprehension	sustaining effort to fit comprehension needs to
	sharing own writing with others	(3.RF.4c; 4.RF.4c)	different texts and literacy tasks
	(K.RL.2, K.RL.10; K.RI.2, K.RI.10; 1.SL.2 2.SL.2)		(5.RF.4c)

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

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

20%

40% 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.
- 2. 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.

- 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 syllablesWrite frequently used words

Speaking and Listening Standards

- Listen actively
- Speak in complete sentences for effective communicationShare 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

Dooding Strond

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	READING PREAMBLE
The K–5 standards on the following pages define what students should	The goal of all reading instruction is to help students become competent
understand and be able to do by the end of each grade. They correspond to	consumers of a wide variety of texts in diverse forms so that they can achieve
the College and Career Readiness (CCR) anchor standards below by number.	independence, find meaning, and use literacy for lifelong learning,
The CCR and grade-specific standards are necessary complements—the	empowerment, and enjoyment.
former providing broad standards, the latter providing additional specificity—	
that together define the skills and understandings that all students must	A text is anything that can be read, heard, or viewed. Texts may include words,
demonstrate.	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	2020 Maine Learning Results Reading
Introduction for K-5	What is Reading?
These standards are directed toward fostering students' understanding and	Literacy is a basic human right, achievable by all students. The literacy
working knowledge of concepts of print, the alphabetic principle, and other	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 multimedia 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 readertask 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: 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) 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) 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) Integration of knowledge and ideas refers to how readers explore, identify, organize, and synthesize meaning from multiple texts and perspectives. (Standards 10 & 11) 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 Concepts1. Demonstrate understanding of the organization and basic features of print.	Standard R1:
1. Demonstrate understanding of the organization and basic reatures of print.	Demonstrate understanding of the organization and basic features of print.
Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Phonological Awareness 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	Standard R3:
words.	Know and apply grade-level phonics and word analysis skills in decoding
Eluonov	words.
Fluency 4. Read with sufficient accuracy and fluency to support comprehension.	Key Ideas and Details Standard R4:
Reading Anchor Standards	Read various texts closely to determine what each text explicitly says and to
Key Ideas and Details	make logical inferences; cite specific textual evidence to support conclusions
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	drawn from the texts.
support conclusions drawn from the text.	Standard R5:
support conclusions drawn nom the text.	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. 	 Standard R6: 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: Assess how perspective or purpose shapes the content and style of various texts.
 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.* 	Integration of Knowledge and Ideas Standard R10: Evaluate the argument and specific claims in various texts.
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 R11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).
 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 	Fluency Standard R12: Read with sufficient accuracy and fluency to support comprehension
independently and proficiently	
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	R.1.K.a
Follow words from left to right, top to bottom, and page by page.	Follow words from left to right, top to bottom, and page by page.
CCSS.ELA-LITERACY.RF.K.1.B	R.1.K.b
Recognize that spoken words are represented in written language by specific	Recognize that spoken words are represented in written language by specific sequences of letters.
sequences of letters.	sequences of fetters.

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

CCSS.ELA-LITERACY.RF.K.2.E	R.2.K.e	
Add or substitute individual sounds (phonemes) in simple, one-syllable words	Add or substitute individual sounds (phonemes) in simple, one-syllable words	
to make new 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	olends).	
K.RWL.b12		
Add or substitute individual sounds (phonemes) in simple, one-syllable words to		
Reading: Foundational Skills	READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD	
Phonics and Word Recognition	RECOGNITION	
3. Know and apply grade-level phonics and word analysis skills in decoding	Standard R.3:	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills when	
words.	Know and apply grade-level phonics and word analysis skills when decoding words.	
words. CCSS.ELA-LITERACY.RF.K.3.A	Know and apply grade-level phonics and word analysis skills when decoding words. R.3.K.a	
words. CCSS.ELA-LITERACY.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by	Know and apply grade-level phonics and word analysis skills when decoding words.R.3.K.aDemonstrate basic knowledge of one-to-one letter-sound correspondences by	
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	Know and apply grade-level phonics and word analysis skills when decoding words.R.3.K.aDemonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each	
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.	Know and apply grade-level phonics and word analysis skills when decoding words.R.3.K.aDemonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	
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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. CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the 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). CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ. K.RWL.b3	Know and apply grade-level phonics and word analysis skills when decoding words.R.3.K.aDemonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.R.3.K.bAssociate the long and short sounds with common spellings (graphemes) for the five major vowels.R.3.K.cRead common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).R.3.K.dDistinguish between similarly spelled words by identifying the sounds of the	
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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 tw	wo similarly spelled words		
Reading: Foundational Skills	wo similarly spence words.	READING: Fluency	
Fluency			
4. Read with sufficient accuracy and flu	ency to support comprehension.	Standard R.12:	
······, ·····		Read with sufficient accuracy and fluency to support comprehension	
CCSS.ELA-LITERACY.RF.K.4		R.12.K.a	
Read emergent-reader texts with purpo	se and understanding.	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	1. Read closely to determine what	Standard R.4:	
the text says explicitly and to make	the text says explicitly and to make	Read various texts closely to determine what each text explicitly says and	
logical inferences from it; cite	logical inferences from it; cite	to make logical inferences; cite specific textual evidence to support	
specific textual evidence when	specific textual evidence when	conclusions drawn from the text.	
writing or speaking to support	writing or speaking to support		
conclusions drawn from the text.	conclusions drawn from the text.		
CCSS.ELA-LITERACY.RL.K.1	CCSS.ELA-LITERACY.RI.K.1	R.4.K.a	
With prompting and support, ask and	With prompting and support, ask and	Ask and answer questions with prompting and support about who, what, when,	
answer questions about key details in	answer questions about key details in	where, and how.	
a text.	a text.		
Literature			
	K.RL.e2		
With prompting and support answer questions about key details in a story			
Informational K.RI.d1			
K.KI.dl With prompting and support, answer questions about key details in a text.			
2. Determine central ideas or themes		Standard R.5:	
of a text and analyze their	of a text and analyze their	Provide an accurate summary of various texts; determine the central	
development; summarize the key	development; summarize the key	idea(s) or theme(s)-and analyze its development; throughout each text.	
supporting details and ideas.	supporting details and ideas.		
CCSS.ELA-LITERACY.RL.K.2		R.5.K.a	
With prompting and support, retell		Retell familiar texts with prompting and support, including details about who,	
familiar stories, including key details.		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 fav	vorite story, including key details.		
K.RL.c1			
With prompting and support sequence a	set of events in a familiar story.		
K.RL.c2	, i i i i i i i i i i i i i i i i i i i		
With prompting and support identify the	e beginning, middle, and ending of a fami	iliar story.	
K.RL.e1			
Retell a familiar story (e.g., What was t	he 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	e main topic.		
K.RI.d3			
With prompting and support, retell/iden			
3. Analyze how and why individuals,	3. Analyze how and why individuals,	Standard R.6:	
events, and ideas develop and	events, and ideas develop and	Analyze how and why individuals, events, and ideas develop and interact	
interact over the course of a text.	interact over the course of a text	over the course of a text.	
CCSS.ELA-LITERACY.RL.K.3		R.6.K.a	
With prompting and support, identify		With prompting and support, identify characters, settings, and major events in	
characters, settings, and major events		a story.	
in a story.			
	CCSS.ELA-LITERACY.RI.K.3	R.6.K.b	
	With prompting and support,	With prompting and support, describe the connection between two individuals,	
	describe the connection between two	events, ideas, or pieces of information in a text.	
	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.fl			
With prompting and support show how, characters interacted in a story.			
K.RL.f2 With prompting and support identify a setting in a story			
	With prompting and support identify a setting in a story.		
Informational K.RI.f1			
K.KI.11			

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	4. Interpret words and phrases as	Standard R.7:
they are used in a text, including	they are used in a text, including	Interpret words and phrases as they are used in various texts, including
determining technical, connotative,	determining technical, connotative,	determining technical, connotative, and figurative meanings, and analyze
and figurative meanings, and analyze	and figurative meanings, and analyze	how specific word choices shape meaning or tone.
how specific word choices shape	how specific word choices shape	
meaning or tone.	meaning or tone.	
CCSS.ELA-LITERACY.RL.K.4	CCSS.ELA-LITERACY.RI.K.4	R.7.K
Ask and answer questions about	With prompting and support, ask and	With prompting and support, ask and answer questions about unknown words
unknown words in a text.	answer questions about unknown	in a text.
	words in a text.	
Literature		
K.RWL.a1		
Ask questions about unknown words in	a text.	
K.RWL.a2		
Answer questions about unknown word	s in a text.	
Informational		
K.RWL.a1		
Ask questions about unknown words in	a text.	
K.RWL.a2		
Answer questions about unknown word		Standard R.8:
5. Analyze the structure of texts,	5. Analyze the structure of texts,	Analyze the structure of various texts, including how the features and
including how specific sentences,	including how specific sentences,	components relate to each other and the whole.
paragraphs, and larger portions of	paragraphs, and larger portions of	components relate to each other and the whole.
	he text (e.g., a section, chapter, the text (e.g., a section, chap	
scene, or stanza) relate to each other scene, or stanza) relate to each other		
and the whole. and the whole.		
CCSS.ELA-LITERACY.RL.K.5		R.8.K.a
o <i>1</i> 1	Lecognize common types of texts I Identify texts that tell stories.	
(e.g., storybooks, poems).		
	CCSS.ELA-LITERACY.RI.K.5	R.8.K b
	Identify the front cover, back cover,	Identify texts that provide information.
	and title page of a book.	
	Literature	
K.HD.a1	(1) 10 W/L (1 10)	
	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	book.		
Identify the title of an informational tex	t or the title page		
K.RL.b2	t of the the page.		
Distinguish front of book from back of	hoolr		
K.RL.b3	UOOK.		
Identify the title of a story or poem or the	a title page		
		Standard R.9:	
6. Assess how point of view or	6. Assess how point of view or		
purpose shapes the content and	purpose shapes the content and	Assess how perspective or purpose shapes the content and style of a text.	
style of a text.	style of a text.		
CCSS.ELA-LITERACY.RL.K.6		R.9.K.a	
With prompting and support, name		With prompting and support, name the author and illustrator of a story and	
the author and illustrator of a story		define the role of each in telling the texts.	
and define the role of each in telling			
the story.			
·	CCSS.ELA-LITERACY.RI.K.6	R.9.K.b	
	Name the author and illustrator of a	With prompting and support, name the author and illustrator of a text and	
	text and define the role of each in	define the role of each in presenting the ideas or information in a text.	
	presenting the ideas or information in a text.		
Literature			
K.RL.c3			
	a author of a familiar story (a.g. Show m	e the author, Show me who wrote the book).	
K.RL.c4	e autior of a familiar story (e.g., Show inc	e the author, show the who wrote the book).	
With prompting and support define the	role of the author		
	Tote of the aution.		
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	7. Integrate and evaluate content	Standard R.11:	
	-	Analyze and evaluate content presented in various texts (e.g. literary,	
presented in diverse media and	presented in diverse media and	historical, visual, artistic, quantitative, technological).	
formats, including visually and	formats, including visually and	וואנטו וכמו, יואנמו, מו נואוכ, עומוונומנויזיפ, נכנוווטוטפוכמו).	
quantitatively, as well as in words.	quantitatively, as well as in words.		
R.11.K.a			

CCSS.ELA-LITERACY.RL.K.7		With prompting and support, describe the relationship between illustrations
		and the text.
With prompting and support,		R.11.K.b
describe the relationship between		With prompting and support, compare and contrast the experiences of
illustrations and the story in which		characters in two or more familiar texts.
they appear (e.g., what moment in a		characters in two or more rammar texts.
story an illustration depicts).		
	CCSS.ELA-LITERACY.RI.K.7	R.11.K.c
	With prompting and support,	With prompting and support, describe the relationship between the text and
	describe the relationship between	what person, place, thing, or idea the illustration depicts. R.11.K.d
	illustrations and the text in which	
	they appear (e.g., what person, place,	With prompting and support, compare and contrast two texts on the same
	thing, or idea in the text an	topic.
	illustration depicts).	
Literature		
	identify illustrations to aid comprehensio	
	dentify the relationship between an illustr	ation and the story.
Informational		
K.RI.c1	manhia fuan mithin an infama si anal tant	
K.RI.f2	graphic from within an informational text.	
N.KI.12		
	the information provided in photos or dia	rame or graphics and the text in which they appear (a.g. what person place
With prompting and support, interpret		grams or graphics and the text in which they appear (e.g., what person, place,
		grams or graphics and the text in which they appear (e.g., what person, place, Standard R.10:
With prompting and support, interpret thing, or idea in the text an illustration 8. Delineate and evaluate the	depicts). 8. Delineate and evaluate the	
With prompting and support, interpret thing, or idea in the text an illustration 8. Delineate and evaluate the argument and specific claims in a	depicts). 8. Delineate and evaluate the argument and specific claims in a	Standard R.10:
With prompting and support, interpret thing, or idea in the text an illustration 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the	depicts). 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the	Standard R.10:
With prompting and support, interpret thing, or idea in the text an illustration 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance	depicts). 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance	Standard R.10:
With prompting and support, interpret thing, or idea in the text an illustration 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the	depicts). 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the	Standard R.10:
With prompting and support, interpret thing, or idea in the text an illustration 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. CCSS.ELA-LITERACY.RL.K.8	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.CCSS.ELA-LITERACY.RI.K.8	Standard R.10: Evaluate the argument and specific claims in various texts. R.10.K
With prompting and support, interpret thing, or idea in the text an illustration 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.	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.CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify	Standard R.10: Evaluate the argument and specific claims in various texts.
With prompting and support, interpret thing, or idea in the text an illustration 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. CCSS.ELA-LITERACY.RL.K.8	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.CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to	Standard R.10: Evaluate the argument and specific claims in various texts. R.10.K With prompting and support, identify the reasons an author or character gives
With prompting and support, interpret thing, or idea in the text an illustration 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. CCSS.ELA-LITERACY.RL.K.8	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.CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify	Standard R.10: Evaluate the argument and specific claims in various texts. R.10.K With prompting and support, identify the reasons an author or character gives
With prompting and support, interpret thing, or idea in the text an illustration 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. CCSS.ELA-LITERACY.RL.K.8 (RL.K.8 not applicable to literature)	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.CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to	Standard R.10: Evaluate the argument and specific claims in various texts. R.10.K With prompting and support, identify the reasons an author or character gives
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With prompting and support, interpret thing, or idea in the text an illustration 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. CCSS.ELA-LITERACY.RL.K.8 (RL.K.8 not applicable to literature) Literature No CCC developed for this standard. Informational K.RI.g2	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. CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	Standard R.10: Evaluate the argument and specific claims in various texts. R.10.K With prompting and support, identify the reasons an author or character gives to support points in a text. n a text. Standard R.11:
With prompting and support, interpret thing, or idea in the text an illustration 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. CCSS.ELA-LITERACY.RL.K.8 (RL.K.8 not applicable to literature) Literature No CCC developed for this standard. Informational K.RI.g2 With prompting and support, identify t	 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. CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. 	Standard R.10: Evaluate the argument and specific claims in various texts. R.10.K With prompting and support, identify the reasons an author or character gives to support points in a text. n a text. Standard R.11: Analyze and evaluate content presented in various texts (e.g. literary,
With prompting and support, interpret thing, or idea in the text an illustration 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. CCSS.ELA-LITERACY.RL.K.8 (RL.K.8 not applicable to literature) Literature No CCC developed for this standard. Informational K.RI.g2 With prompting and support, identify t 9. Analyze how two or more texts	 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. CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. 	Standard R.10: Evaluate the argument and specific claims in various texts. R.10.K With prompting and support, identify the reasons an author or character gives to support points in a text. n a text. Standard R.11:

compare the approaches the authors	compare the approaches the authors	
take.	take.	
CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures		R.11.K.a With prompting and support, describe the relationship between illustrations and the text.
and experiences of characters in familiar stories.		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	R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.
Literature	between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	R.11.K.d With prompting and support, compare and contrast two texts on the same topic.
stories. Informational K.RI.g3		e and something different) between familiar en two texts on the same topic (e.g., imaginary or real bear; photo versus
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 CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.	10. Read and comprehend complex literary and informational texts independently and proficiently CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.	 *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 multimedia 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			
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			
	beens by sharing something learned or so	mething 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	WRITING PREAMBLE
The following standards for K-5 offer a focus for instruction each year to help	Writing is a lifelong, essential tool for communication. In order to prepare
ensure that students gain adequate mastery of a range of skills and	students for varied and evolving writing tasks, students should write routinely,
applications. Each year in their writing, students should demonstrate	in both long- and short-time frames, as a means of building writing stamina.
increasing sophistication in all aspects of language use, from vocabulary and	Moreover, students should write in a breadth of modes and forms across all
syntax to the development and organization of ideas, and they should	disciplines. This includes the foundational instruction of legible handwriting
address increasingly demanding content and sources. Students advancing	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 loarn to appreciate that a logy	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.
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 Anchor Standards
 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) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge 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,	Standard W.2: Develop strengthen and produce poliched writing by using a	
organization, and style are appropriate to task, purpose, and audience.	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,	W.2.K.a
rewriting, or trying a new approach.	With guidance and support from adults, respond to questions and suggestions
CCSS.ELA-LITERACY.W.K.5	from peers and add details to strengthen writing as needed.
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, drawin	ngs, visual displays, labels) to strengthen informational writing.
K.WL.g1	
With guidance and support, use feedback to (e.g., elaborate on story elements) t	o strengthen narrative writing.
K.WP.h1	
With guidance and support, use feedback (e.g., drawings, visual displays, labels	
6. Use technology, including the Internet, to produce and publish writing	W.2.K.b
and to interact and collaborate with others.	With guidance and support from adults, explore a variety of digital tools to
CCSS.ELA-LITERACY.W.K.6	produce and publish writing, including peer collaboration.
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 proc	
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	Standard W.1:
focused questions, demonstrating understanding of the subject under	Use an inquiry process to gather relevant, credible information/evidence
investigation.	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	W.1.K.a
Participate in shared research and writing projects (e.g., explore a number of	Investigate questions by participating in shared research and writing projects.
books by a favorite author and express opinions about them).	investigate questions es 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,	W.1.K.b
assess the credibility and accuracy of each source, and integrate the	Gather information from provided sources and/or recall information from
information while avoiding plagiarism.	experiences in order to answer questions with guidance and support from
CCSS.ELA-LITERACY.W.K.8	adults.
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.	
reflection, and research.	
CCSS.ELA-LITERACY.W.K.9	

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

Speaking and Listening Strand

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	helps everyone develop a richer and deeper awareness of human motivation and purpose.
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. 	Speaking and Listening Anchor StandardsComprehension and CollaborationSL Standard.1:Prepare for and participate in conversations across a range of topics, types, andforums, 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 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. 	 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.
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: Comprehension and Collaboration	SPEAKING AND LISTENING: Comprehension and Collaboration Standard SL.1:
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	SL.1.K
Participate in collaborative conversations with diverse partners about	Participate in collaborative conversations with diverse partners about
kindergarten topics and texts with peers and adults in small and larger	kindergarten topics and texts with peers and adults in small and larger groups.
groups.	
CCSS.ELA-LITERACY.SL.K.1.A	SL.1.K.a
Follow agreed-upon rules for discussions (e.g., listening to others and taking	Follow agreed-upon rules for discussions (e.g., listening to others and taking
turns speaking about the topics and texts under discussion).	turns speaking about the topics and texts under discussion).
CCSS.ELA-LITERACY.SL.K.1.B	SL.1.K.b
Continue a conversation through multiple exchanges.	Continue a conversation through multiple exchanges.
K.HD.c1	
Follow agreed-upon rules for discussions (e.g., listening to others and taking tur	
2. Integrate and evaluate information presented in diverse media and	Standard SL.2:
formats, including visually, quantitatively, and orally.	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	SL.2.K.a
Confirm understanding of a text read aloud or information presented orally or	Confirm understanding of a text read aloud or information presented orally or
through other media by asking and answering questions about key details and	through other media by asking and answering questions about key details and
requesting clarification if something is not understood.	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 t	Standard SL.2 (<u>Repeated Anchor Standard</u>):
3. Evaluate a speaker's point of view, reasoning, and use of evidence and	Integrate and evaluate information presented in diverse media and
rhetoric.	formats, including point of view, reasoning, and use of evidence and
	rhetoric.
CCSS.ELA-LITERACY.SL.K.3	SL.2.K.b
Ask and answer questions in order to seek help, get information, or clarify	Ask and answer questions in order to seek help, gather information, or clarify
something that is not understood.	something that is not understood.
K.HD.e1	
Ask and answer questions in order to seek help, get information, or clarify some	
Presentation of Knowledge and Ideas	SPEAKING AND LISTENING: Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners	Standard SL.3:
can follow the line of reasoning and the organization, development, and	Present information and supporting evidence appropriate to task,
style are appropriate to task, purpose, and audience.	
style are appropriate to task, purpose, and addience.	purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate
CCSS.ELA-LITERACY.SL.K.4	purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.3.K.a

support, provide additional detail.	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.			
Present, orally or in writing, factual information of familiar people, places, thin	K.WI.g1		
K.WL.a3	gs, and events.		
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	Standard SL.3: (<u>Repeated Anchor Standard</u>)		
information and enhance understanding of presentations.	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	SL.3.K.b		
Add drawings or other visual displays to descriptions as desired to provide	Add drawings or other visual displays to descriptions as desired to provide		
additional detail.	additional detail.		
K.WA.2			
Use drawings or visual displays to add detail to written products or oral discuss	ions.		
6. Adapt speech to a variety of contexts and communicative tasks,	Standard SL.4:		
demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts, audiences, and communicative		
	tasks.		
CCSS.ELA-LITERACY.SL.K.6	SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.		
Speak audibly and express thoughts, feelings, and ideas clearly.Speak audibly and express thoughts, feelings, and ideas clearly.K.HD.d4			
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	LANGUAGE PREAMBLE
The K–5 standards on the following pages define what students should	Throughout the developmental continuum in English Language Arts/Literacy
understand and be able to do by the end of each grade. They correspond to	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 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	Language Anchor Standards Conventions of Standard English
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar	Standard L.1:
and usage when writing or speaking.	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.	Standard L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	punctuation, and spenning when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective sheleses for meaning or style, and to	Knowledge of Language
different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard L.3:
completiend more runy when reduing of insterning.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing
Vocabulary Acquisition and Use	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	Vocabulary Acquisition and Use
consulting general and specialized reference materials, as appropriate.	Standard L.4:
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	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.

listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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	Standard L.1:	
and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar	
	and usage when writing or speaking.	
CCSS.ELA-LITERACY.L.K.1.A	Writing Standard 3: Performance Expectation a	
Print many upper- and lowercase letters.	<u>W.3.K.a</u>	
	Print many upper- and lowercase letters.	
CCSS.ELA-LITERACY.L.K.1.B	L.1.K.a	
Use frequently occurring nouns and verbs	Use frequently occurring nouns and verbs.	
CCSS.ELA-LITERACY.L.K.1.C	L.1.K.b	
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> , <i>dogs; wish</i> , <i>wishes</i>).	
CCSS.ELA-LITERACY.L.K.1.D	L.1.K.c	
Understand and use question words (interrogatives) (e.g., who, what, where,	Understand and use question words (interrogatives) (e.g., who, what, where,	
when, why, how).	when, why, how).	
CCSS.ELA-LITERACY.L.K.1.E	L.1.K.d	
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off,	Use the most frequently occurring prepositions (e.g. to, from, in out, on, off,	
for, of, by, with).	for, of, by, with)	
CCSS.ELA-LITERACY.L.K.1.F	L.1.K.e	
Produce and expand complete sentences in shared language activities.	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	Standard L.2:	
capitalization, punctuation, and spelling when writing.		

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

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	With guidance and support from adults, explore word relationships and nuances in word meanings.	
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	L.5.K.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the	
the concepts the categories represent. CCSS.ELA-LITERACY.L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by	concepts the categories represent. 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	relating them to their opposites (antonyms). 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	Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.5.K.d	
Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	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-	Standard L.6:	
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.	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	Use words and phrases acquired through conversations, reading, and being	
read to, and responding to texts.	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
READING – Strand #1 Common Core State Standards 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 – Strand #3 in 2020 Maine Learning Results 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
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	 provide multiple opportunities for transfer of learning. 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 readertask 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:

	 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) 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) Author's craft and structure refers to how authors use word
	 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 1. Demonstrate understanding of the organization and basis features of print	Print Concepts Standard R1:
1. Demonstrate understanding of the organization and basic features of print	Demonstrate understanding of the organization and basic features of print.
Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Phonological Awareness Standard R2: Demonstrate understanding of words, syllables, and sounds (phonemes).
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Phonics and Word Recognition Standard R3: Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency 4. Read with sufficient accuracy and fluency to support comprehension.	Key Ideas and Details Standard R4:
Reading Anchor StandardsKey Ideas and Details1. Read closely to determine what the text says explicitly and to make logical	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.
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
2. Determine central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.	theme(s) and analyze its development throughout each text.

 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure 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. 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. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 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. 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 Read and comprehend complex literary and informational texts 	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 (e.g. literary, historical, visual, artistic, quantitative, and technological).Fluency Standard R12: Read with sufficient accuracy and fluency to support comprehension
independently and proficiently	READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS
READING: FOUNDATIONAL SKILLS Print Concepts1. Demonstrate understanding of the organization and basic features of	Standard R.1
print.	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	READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL		
Phonological Awareness	AWARENESS		
2. Demonstrate understanding of spoken words, syllables, and sounds	Standard R.2:		
(phonemes).	Demonstrate understanding of words, syllables, and sounds (phonemes).		
CCSS.ELA-LITERACY.RF.1.2.A	R.2.1.a		
Distinguish long from short vowel sounds in spoken single-syllable words.	Distinguish long from short vowel sounds in spoken single-syllable words.		
CCSS.ELA-LITERACY.RF.1.2.B	R.2.1.b		
Orally produce single-syllable words by blending sounds (phonemes),	Produce single-syllable words by blending sounds (phonemes), including		
including consonant blends.	consonant blends.		
CCSS.ELA-LITERACY.RF.1.2.C	R.2.1.c		
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in		
spoken single-syllable words.	spoken single-syllable words.		
CCSS.ELA-LITERACY.RF.1.2.D	R.2.1.d		
Segment spoken single-syllable words into their complete sequence of	Segment spoken single-syllable words into their complete sequence of		
individual sounds (phonemes).	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 consor 1.RWL.b8	lant blends.		
1.RWL.b9	Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.		
Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC			
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	READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD		
Phonics and Word Recognition	RECOGNITION		
3. Know and apply grade-level phonics and word analysis skills in decoding	Standard R.3:		
words.	Know and apply grade-level phonics and word analysis skills when		
CCSS.ELA-LITERACY.RF.1.3.A	decoding words. R.3.1.a		
Know the spelling-sound correspondences for common consonant digraphs.	K.S.I.a Know the spelling-sound correspondences for common consonant digraphs.		
Know the spening-sound correspondences for common consonant digraphs.	show the spennig-sound correspondences for continion consonant digraphs.		
CCSS.ELA-LITERACY.RF.1.3.B	R.3.1.b		
Decode regularly spelled one-syllable words.	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.	D 2 1 1		
CCSS.ELA-LITERACY.RF.1.3.D	R.3.1.d		
Use knowledge that every syllable must have a vowel sound to determine the	Use knowledge that every syllable must have a vowel sound to determine the		
number of syllables in a printed word.	number of syllables in a printed word.		
CCSS.ELA-LITERACY.RF.1.3.E	R.3.1.e		
Decode two-syllable words following basic patterns by breaking the words	Decode two-syllable words following basic patterns by breaking the words		
into syllables.	into syllables.		
CCSS.ELA-LITERACY.RF.1.3.F	R.3.1.f		
Read words with inflectional endings.	Read words with inflectional endings.		
CCSS.ELA-LITERACY.RF.1.3.G	R.3.1.g		
Recognize and read grade-appropriate irregularly spelled words.	Recognize and read grade-appropriate irregularly spelled words.		
1.RWL.c3			
Identify common consonant digraphs using their sound correspondence (e.g., wr	ite/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 work	1.		
1.RWL.c7			
	Read or identify frequently occurring words with inflectional endings.		
1.RWL.d1			
Recognize grade-appropriate irregularly spelled words.			
Reading: Foundational Skills	READING: Fluency		
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	R.12.1.a		
Read grade-level text with purpose and understanding.	Read various on-level text with purpose and understanding.		
CCSS.ELA-LITERACY.RF.1.4.B	R.12.1.b		
Read grade-level text orally with accuracy, appropriate rate, and expression	Read various on-level text with accuracy, appropriate rate, and expression on		
on successive readings. successive readings.			
CCSS.ELA-LITERACY.RF.1.4.C	R.12.1.c		
Use context to confirm or self-correct word recognition and understanding,	Use context to confirm or self-correct word recognition and understanding,		
rereading as necessary.	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).			
Practice self-monitoring strategies to aid comprehension (e.g., reread, use visual	s or cueing system, self-correct, ask questions, confirm predictions).		

Irey 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 Standard R.4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence when writing or speaking to support Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence when writing or speaking to support CCSS.ELA-LITERACY.RL.1.1 CCSS.ELA-LITERACY.RL.1.1 RC4.1 a Ask and answer questions about two, what, when, where, and how. Adetails in a text. details in a text. RA1.1 a Ask and answer questions about key details in a text read, read aloud, or viewed. Literature I.RL.01 R.4.1 a Answer questions about key details in a text read, read aloud, or viewed. Standard R.5: Provide an accurate summary of various texts; determine the central idea(s) or them(s) and analyze its development; throughout each text. I.RL d1 Standard R.5: Provide an accurate summary of various texts; determine the central idea(s) or them(s) and analyze its development; throughout each text. CSS.ELA-TIFERACY.RL.2 Experime central ideas. Standard R.5: Provide an accurate summary of various texts; determine the central idea(s) or them(s) and analyze its development; throughout each text. Standard R.5: Provide an accurate summary of various texts; determine the centrul idea(s) or them(s) and analyze its development; thr	READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
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. 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-UTERACY.R1.1 CSS ELA-UTERACY.R1.1 R.4.1.a Ask and answer questions about key details in a text. Ask and answer questions about key details in a text. R.4.1.a Ask and answer questions about key details in a text. Ask and answer questions about key details in a text. R.4.1.a Ask and answer questions about key details in a text. Jost rest. R.4.1.a Ask and answer questions about key details in a text. Jost rest. Provide an accurate summary of various texts; determine the central ideas or there generate 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. CSS ELA-UTERACY.R1.1.2 Retell stores; including key details, and demonstrate understanding of their central ideas or theme; Literature 1.HD. d4 R.5.1.a R.5.1.b Retell stores; including key details, and store text, including key details. R.5.1.b Retell stores, including text, including the main topic. Literature 1.HD. d4 CSS ELA-UTERACY.R1.1.2 Retell texts, including key details. R.5.1.b Retell key details of texts, including the main topic.	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. to make logical inferences; cit specific textual evidence to support conclusions drawn from the text. COSS LEAU-TIERACY, RL1 CSS ELAU-TIERACY RL1 R.4.1.a Ask and answer questions about key details in a text. Ask and answer questions about key details in a text. R.4.1.a Literature 1.RL.dl Ask and answer questions about key details in a story (e.g., who, what, when, where, why). R.4.1.a Ask questions about key details in a text read, read aloud, or viewed. Standard R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s)-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.ELAU-TIERACY, RL1.2 Retell stories, including key details. CCSS.ELAU-TIERACY, RL1.2 Retell texts, including details about who, what, when, where, and how; details of a text. Literature 1.HD.d4 Retell texts, including the text, including key details. CCSS.ELAU-TIERACY, RL1.2 Retell texts, including the details. Literature 1.HD.d4 Retell the sequence of events in a story. CCSS.ELAU-TIERACY, RL1.2 Retell texts, including the main topic. Literature 1.HD.d4 Retell the sequence of events in a story. CCSS.ELAU-TIERACY, RL1.2 Retell the sequence of events in a story. Literature 1.HD.d5 <td>1. Read closely to determine what</td> <td>1. Read closely to determine what</td> <td>Standard R.4:</td>	1. Read closely to determine what	1. Read closely to determine what	Standard R.4:
specific textual evidence when writing or speaking to support conclusions drawn from the text. conclusions drawn from the text. CCSS.ELA-UTERACY.R1.11 Ask and answer questions about key details in a text. CSS.ELA-UTERACY.R1.11 Ask and answer questions about key details in a text. R.4.1.a Ask and answer questions about key details in a text. details in a text. R.4.1.a Ask and answer questions about key details in a text. details in a text. Ask and answer questions about wey details in a text. Literature 1.RL.d1 Ask questions about key details in a story (e.g., who, what, when, where, why). 1.RL.41 Ask questions about key details in a text read, read aloud, or viewed. Standard R.5: Provide an analyze their development; summarize the key supporting details and ideas. Standard R.5: CCSS.ELA-UTERACY.R1.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-UTERACY.R1.2 teletis of a text. R.5.1.a Retell texts, including details about who, what, when, where, and how; details of a text. Literatre 1.HD.d4 Retell fark orite text, including key details. CCSS.ELA-UTERACY.R1.1.2 teletails of a text. R.5.1.b Retell key details of texts, including the main topic. Literatre 1.HD.d4 Retell fark orite text, including key details. CCSS.ELA-UTERACY.R1.2 teletails of a text. R.5.1.b Retell key details of texts, including the main topic.	the text says explicitly and to make	the text says explicitly and to make	
appendix contact relation of speaking to support conclusions drawn from the text. onclusions drawn from the text. CCSS.EL4-UTERACY.RL1.1 Ask and answer questions about key details in a text. CCSS.EL4-UTERACY.RL1.1 Ask and answer questions about key details in a text. R.4.1.a Literature I.RL.dl Ask and answer questions about key details in a text. Ask and answer questions about who, what, when, where, and how. I.RL.d2 Ask questions about key details in a text read, read aloud, or viewed. Ask 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. 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-UTERACY.RL1.2 Retell stories, including key details. and demonstrate understanding of their central message or lesson. CCSS.ELA-UTERACY.RL1.2 Identify the main topic and retell key details of a text. R.5.1.a R.5.1.b Retell key details of texts, including the main topic. Literature I.HD.d3 Retell a favorite text, including key details. I.RL.e3 Retell the sequence of events in a story. CCSS.ELA-UTERACY.RL1.2 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 I.HD.d3 CCSS.ELA-UTERACY.RL1.2 Identify the main topic and retell key details of a text. R.5.1.b Retell key details of texts, including the main topic. <tr< td=""><td>logical inferences from it; cite</td><td>logical inferences from it; cite</td><td></td></tr<>	logical inferences from it; cite	logical inferences from it; cite	
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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	their central message or lesson. Literature	Identify the main topic and retell key	demonstrate an understanding of the theme. R.5.1.b
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	1.RI.d2		
Identify the main topic of an informatio 1.RI.d3	nai text.		
Retell/identify key details in an informational text.			
3. Analyze how and why individuals,			
events, and ideas develop and	events, and ideas develop and	Analyze how and why individuals, events, and ideas develop and interact	
interact over the course of a text.	interact over the course of a text	over the course of a text.	
CCSS.ELA-LITERACY.RL.1.3		R.6.1.a	
Describe characters, settings, and		Describe characters, settings, and major events in a story, including details	
major events in a story, using key		about who, what, when, where, and how.	
details.			
	CCSS.ELA-LITERACY.RI.1.3	R.6.1.b	
	Describe the connection between	Describe the connection between two individuals, events, ideas, or pieces of	
	two individuals, events, ideas, or	information in a text.	
	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, 1.RL.d3	before) and text details to describe event	s of a story.	
Identify and/or describe the characters f	rom 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 st	ory.		
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	4. Interpret words and phrases as	Standard R.7:	
they are used in a text, including	they are used in a text, including	Interpret words and phrases as they are used in various texts, including	
determining technical, connotative,	determining technical, connotative,	determining technical, connotative, and figurative meanings, and analyze	
and figurative meanings, and analyze	and figurative meanings, and analyze	how specific word choices shape meaning or tone.	

how specific word choices shape

meaning or tone.

how specific word choices shape

meaning or tone.

CCSS.ELA-LITERACY.RL.1.4		R.7.1.a
Identify words and phrases in stories		Identify words and phrases in a text that suggest feelings or appeal to the
or poems that suggest feelings or		senses.
appeal to the senses.		
	CCSS.ELA-LITERACY.RI.1.4	R.7.1.b
	Ask and answer questions to help	Ask and answer questions to help determine or clarify the meaning of words
	determine or clarify the meaning of	and phrases in a text.
	words and phrases in a text.	
Literature		
1.RWL.a1		
Ask questions to help determine or clari	fy the meaning of words in a text.	
1.RWL.a2		
Answer questions to help determine or o	clarify the meaning of words in a text.	
1.RWL.a3	for the managine of all more internet	
Ask questions to help determine or clari 1.RWL.a4	ry the meaning of phrases in a text.	
Answer questions to help determine or o	clarify the meaning of phrases in a text	
Informational	harny the meaning of pillases in a text.	
1.RWL.a1		
Ask questions to help determine or clari	fy the meaning of words in a text.	
1.RWL.a2	If the meaning of words in a tent	
Answer questions to help determine or o	clarify the meaning of words in a text.	
1.RWL.a3	, U	
Ask questions to help determine or clari	fy the meaning of phrases in a text.	
1.RWL.a4		
Answer questions to help determine or o		
5. Analyze the structure of texts,	5. Analyze the structure of texts,	Standard R.8:
including how specific sentences,	including how specific sentences,	Analyze the structure of various texts, including how the features and
paragraphs, and larger portions of	paragraphs, and larger portions of	components relate to each other and the whole.
the text (e.g., a section, chapter,	the text (e.g., a section, chapter,	
scene, or stanza) relate to each other	scene, or stanza) relate to each other	
and the whole.	and the whole.	
CCSS.ELA-LITERACY.RL.1.5		R.8.1.a
Explain major differences between		Explain major differences between texts that tell stories and texts that give
books that tell stories and books that		information, drawing on various text types.
give information, drawing on a wide		
reading of a range of text types.		D 0 1 1
	CCSS.ELA-LITERACY.RI.1.5	R.8.1 b
	Know and use various text features	Determine and use text features (e.g., headings, bold print, indexes, graphics,
	(e.g., headings, tables of contents,	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 genr	res are written.	
1.RL.g1		
Identify the purpose of storybooks and in	nformational text.	
Informational		
1.HD.e2		
Identify text features to aid comprehensi	on.	
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	Standard R.9:
purpose shapes the content and	purpose shapes the content and	Assess how perspective or purpose shapes the content and style of a text.
style of a text.	style of a text.	
CCSS.ELA-LITERACY.RL.1.6	· ·	R.9.1.a
Identify who is telling the story at		Identify who is telling the story at various points in a text.
various points in a text.		
	CCSS.ELA-LITERACY.RI.1.6	R.9.1.b
	Distinguish between information	Distinguish between information provided by pictures or other illustrations and
	provided by pictures or other	information provided by the words in a text.
	illustrations and information provided	
	by the words in a text.	
Literature		
1.RL.f1		
Identify who is telling the story in a text.	•	
Informational		
		ns 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
<u> </u>	7. Integrate and evaluate content	Standard R.11: Analyze and evaluate content presented in various texts (e.g. literary,
	presented in diverse media and	historical, visual, artistic, quantitative, technological).
formats, including visually and	formats, including visually and	instorical, visual, al tistic, quantitative, technological).
quantitatively, as well as in words.	quantitatively, as well as in words.	R.11.1.a
CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story		Use illustrations and words in a text to describe its characters, setting, or
to describe its characters, setting, or		events.
events.		R.11.1.b
events.		Compare and contrast the experiences of characters in various texts.

	CCSS.ELA-LITERACY.RI.1.7	R.11.1.c
	Use the illustrations and details in a	Use the illustrations and details in a text to describe its central idea.
	text to describe its key ideas.	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		
	b describe its characters, setting, or events	S.
Informational	aphics and details in a text to describe or	identify its key ideas
8. Delineate and evaluate the	8. Delineate and evaluate the	Standard R.10:
argument and specific claims in a	argument and specific claims in a	Evaluate the argument and specific claims in various texts.
text, including the validity of the	text, including the validity of the	Evaluate the argument and specific claims in various texts.
reasoning as well as the relevance	reasoning as well as the relevance	
and sufficiency of the evidence.	and sufficiency of the evidence.	
CCSS.ELA-LITERACY.RL.1.8	CCSS.ELA-LITERACY.RI.1.8	R.10.1
(RL.1.8 not applicable to literature)	Identify the reasons an author gives	Identify the reasons an author or character gives to support points in a text.
	to support points in a text.	identify the reasons an author of character gives to support points in a text.
Literature		
Not applicable		
Informational		
	author gives to support points in a text.	
9. Analyze how two or more texts	9. Analyze how two or more texts	Standard R.11:
address similar themes or topics in	address similar themes or topics in	Analyze and evaluate content presented in various texts (e.g. literary,
order to build knowledge or to	order to build knowledge or to	historical, visual, artistic, quantitative, technological).
compare the approaches the authors	compare the approaches the authors	
take.	take.	
CCSS.ELA-LITERACY.RL.1.9		R.11.K.a
Compare and contrast the adventures		With prompting and support, describe the relationship between illustrations
and experiences of characters in		and the text.
stories.		
		R.11.K.b
		With prompting and support, compare and contrast the experiences of
		characters in two or more familiar texts. R.11.K.c
	CCSS.ELA-LITERACY.RI.1.9	With prompting and support, describe the relationship between the text and
	Identify basic similarities in and	what person, place, thing, or idea the illustration depicts.
	differences between two texts on the	R.11.K.d
		A.H.A.M

		With momenting and averaget company and contract two taxts on the same
	same topic (e.g., in illustrations,	With prompting and support, compare and contrast two texts on the same
T */	descriptions, or procedures).	topic.
Literature		
1.RL.g2	and what is different) the experiences of	cohorestars in stories
Informational	and what is different) the experiences of	
1.RI.g2		
0	nces between two texts on the same topic	e (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text	Range of Reading and Level of Text	Range and Complexity in Introduction*
Complexity:	Complexity:	
10. Read and comprehend complex	10. Read and comprehend complex	*What are Texts?
literary and informational texts	literary and informational texts	A text is anything that can be read, heard, or viewed. Texts may include words,
independently and proficiently	independently and proficiently	images, objects, sounds, and symbols that convey messages from developers to
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.	 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 multimedia 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 readertask 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).
1.HD.b1 Chasses informational and normative text on edented text to need and reneed listen to on view for leisure numbers		
Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes.		
Informational 1.HD.b2		
1.11D.02		

Writing Strand

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

Text Types and Purposes (These broad types of writing include many	Inquiry to Build and Present Knowledge
subgenres. See Appendix A for definitions of key writing types)	Standard W1
1. Write arguments to support claims in an analysis of substantive topics or	Use an inquiry process to gather relevant, credible information/evidence from
texts, using valid reasoning and relevant and sufficient evidence.	a variety of sources (e.g., print, digital, discussions, etc.) that build
	understanding of and lead to conclusions about a subject under investigation
2. Write informative/explanatory texts to examine and convey complex ideas	while avoiding plagiarism.
and information clearly and accurately through the effective selection,	Durant and Dural at the
organization, and analysis of content.	Process and Production
3. Write narratives to develop real or imagined experiences or events using	Standard W2
effective technique, well-chosen details, and well-structured event	Develop, strengthen, and produce polished writing by using a collaborative
sequences.	process that includes the age-appropriate use of technology.
	Comparing for Audience and Durmage
Production and Distribution of Writing	Composing for Audience and Purpose
4. Produce clear and coherent writing in which the development,	Standard W3 Routinely produce a variety of clear and coherent writing in which the
organization, and style are appropriate to task, purpose, and audience.	Routinely produce a variety of clear and coherent writing in which the
	development, organization, and style are appropriate to task, audience, and
5. Develop and strengthen writing as needed by planning, revising, editing,	purpose.
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	WRITING: Composing for Audience and Purpose
subgenres. See Appendix A for definitions of key writing types)	

1. Write arguments to support claims in an analysis of substantive topics or	Standard W.3:	
texts, using valid reasoning and relevant and sufficient evidence.	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	W.3.1.b	
Write opinion pieces in which they introduce the topic or name the book they	Use a combination of drawing and writing to communicate a topic with details.	
are writing about, state an opinion, supply a reason for the opinion, and		
provide some sense of closure.		
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	by a reason.	
1.WP.g2		
Write an opinion piece that includes a sense of closure.		
1.Wite simple statement that name a tania and sumplies some facts shout the tania		
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.fl		
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,	Standard W.2:
organization, and style are appropriate to task, purpose, and audience.	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	conaborative process that includes the age-appropriate use of technology.
(W.1.4 begins in grade 3)	
No CCCs developed for this standard.	
5. Develop and strengthen writing as needed by planning, revising, editing,	W.2.1.a
rewriting, or trying a new approach.	With guidance and support from adults, focus on a topic, respond to questions
CCSS.ELA-LITERACY.W.1.5	and suggestions from peers, and add details to strengthen writing as needed.
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, drawin	ngs, visual displays, labels) to strengthen informational writing.
1.WL.g1	
With guidance and support, use feedback (e.g., elaborate on story elements) to s	trengthen narrative writing.
1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels)) to strangthen persuasive writing
6. Use technology, including the Internet, to produce and publish writing	W.2.1.b
and to interact and collaborate with others.	With guidance and support from adults, use a variety of digital tools to
CCSS.ELA-LITERACY.W.1.6	produce and publish writing, including peer collaboration.
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	Standard W.1:
focused questions, demonstrating understanding of the subject under	Use an inquiry process to gather relevant, credible information/evidence
investigation.	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	W.1.1.a
Participate in shared research and writing projects (e.g., explore a number of	Investigate questions by participating in shared research and writing projects.
"how-to" books on a given topic and use them to write a sequence of	
instructions).	
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,	W.1.1.b
assess the credibility and accuracy of each source, and integrate the	Gather information from provided sources and/or recall information from
information while avoiding plagiarism.	experiences in order to answer questions with guidance and support from
CCSS.ELA-LITERACY.W.1.8	adults.
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.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,	* Writing is a lifelong, essential tool for communication. In order to prepare
reflection, and revision) and shorter time frames (a single sitting or a day or	students for varied and evolving writing tasks, students should write routinely,
two) for a range of tasks, purposes, and audiences.	in both long- and short-time frames, as a means of building writing stamina.
CCSS.ELA-LITERACY.W.1.10	Moreover, students should write in a breadth of modes and forms across all disciplines
(W.1.10 begins in grade 3)	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	SPEAKING AND LISTENTING PREAMBLE
The K–5 standards on the following pages define what students should	Speaking and listening are essential components in our schools, our homes,
understand and be able to do by the end of each grade. They correspond to	our communities, and our places of work. Direct, interpersonal communication
the College and Career Readiness (CCR) anchor standards below by number.	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 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. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 	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:
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.	SL Standard 4: Adapt speech to a variety of contexts, audiences, and communicative tasks.	
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: 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, w	w)
1.RL.d2	ıy <i>)</i> .
Ask questions about key details in a familiar story.	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and	Standard SL.2 (<u>Repeated Anchor Standard</u>):
rhetoric.	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	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.	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	Standard SL.3:
can follow the line of reasoning and the organization, development, and	Present information and supporting evidence appropriate to task,
style are appropriate to task, purpose, and audience.	purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
CCSS.ELA-LITERACY.SL.1.4	SL.3.1.a
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	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 w	ith relevant details orally or in writing
1.WI.g1	in relevant details orany of in writing.
Present, orally or in writing, factual information of familiar people, places, thing	zs, and events describing subtopics of larger topics.
1.WL.a3	
Describe ideas about familiar people, places, things, and events with details ora	ly 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	Standard SL.3: (<u>Repeated Anchor Standard</u>)
information and enhance understanding of presentations.	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.

	-	
Add drawings or other visual displays to descriptions when appropriate to	Add drawings or other visual displays to descriptions when appropriate to	
clarify ideas, thoughts, and feelings.	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,	Standard SL.4:	
demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts, audiences, and communicative	
	tasks.	
CCSS.ELA-LITERACY.SL.1.6	SL.4.1	
Produce complete sentences when appropriate to task and situation. (See	Produce complete sentences when appropriate to task and situation.	
grade 1 Language standards 1 and 3 here for specific expectations.)		
1.HD.d1		
Engage in small or large group discussions by sharing one's own writing.		
1 WA 2 Declares (through distortion multing mond errors misture) complete conteness when any promises to task and situation		

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 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	Standard L.1:
and usage when writing or speaking.	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.	Standard L.2:
	Demonstrate command of the conventions of Standard English capitalization,
Knowledge of Language	punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in	
different contexts, to make effective choices for meaning or style, and to	Knowledge of Language
comprehend more fully when reading or listening.	Standard L.3:
	Apply knowledge of language to understand how language functions in
Vocabulary Acquisition and Use	different contexts, to make effective choices for meaning or style in writing
4. Determine or clarify the meaning of unknown and multiple-meaning words	and speaking, and to comprehend more fully when reading or listening.
and phrases by using context clues, analyzing meaningful word parts, and	Vessbulern Association and Use
consulting general and specialized reference materials, as appropriate.	Vocabulary Acquisition and Use
consulting general and specialized reference materials, as appropriate.	Standard L.4:
E. Domonstrate understanding of figurative language word relationshing and	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the
5. Demonstrate understanding of figurative language, word relationships, and	meaning of unknown and multiple-meaning words and phrases from grade
nuances in word meanings.	level content.
	level content.
6. Acquire and use accurately a range of general academic and domain-	Standard L.5:
specific words and phrases sufficient for reading, writing, speaking, and	Demonstrate understanding of figurative language, word relationships, and
listening at the college and career readiness level; demonstrate	nuances in word meanings sufficient for reading, writing, speaking, and
independence in gathering vocabulary knowledge when encountering an	listening.
unknown term important to comprehension or expression.	nstening.
	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	Standard L.1:
and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar
	and usage when writing or speaking.
CCSS.ELA-LITERACY.L.1.1.A	Writing Standard 3: Performance Expectation a
Print all upper- and lowercase letters.	<u>W.3.1.a</u>
	Print all upper- and lowercase letters.
CCSS.ELA-LITERACY.L.1.1.B	L.1.1.a
Use common, proper, and possessive nouns.	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	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He</i>	
hops; We hop).	hops; We hop).	
CCSS.ELA-LITERACY.L.1.1.D	L.1.1.c	
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them,	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them,</i>	
their, anyone, everything).	their; anyone, everything).	
CCSS.ELA-LITERACY.L.1.1.E	L.1.1.d	
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I	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).	walked home; Today I walk home; Tomorrow I will walk home).	
CCSS.ELA-LITERACY.L.1.1.F	L.1.1.e	
Use frequently occurring adjectives.	Use frequently occurring adjectives.	
CCSS.ELA-LITERACY.L.1.1.G	L.1.1.f	
Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	
CCSS.ELA-LITERACY.L.1.1.H	L.1.1.g	
Use determiners (e.g., articles, demonstratives).	Use determiners (e.g., articles, demonstratives).	
CCSS.ELA-LITERACY.L.1.1.I	L.1.1.h	
Use frequently occurring prepositions (e.g., during, beyond, toward).	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	
CCSS.ELA-LITERACY.L.1.1.J	L.1.1.i	
Produce and expand complete simple and compound declarative,	Produce and expand complete simple and compound declarative, interrogative,	
interrogative, imperative, and exclamatory sentences in response to prompts.	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, the	eir; 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 propositions (e.g., on, in) in distating or writing		
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	Standard L.2:	
capitalization, punctuation, and spelling when writing.		

	Demonstrate command of the conventions of standard English
	capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.1.2.A	L.2.1.a
Capitalize dates and names of people.	Capitalize dates and names of people.
CCSS.ELA-LITERACY.L.1.2.B	L.2.1.b
Use end punctuation for sentences.	Use end punctuation for sentences.
CCSS.ELA-LITERACY.L.1.2.C	L.2.1.c
Use commas in dates and to separate single words in a series.	Use commas in dates and to separate single words in a series.
CCSS.ELA-LITERACY.L.1.2.D	L.2.1.d
Use conventional spelling for words with common spelling patterns and for	Use conventional spelling for words with common spelling patterns and for
frequently occurring irregular words.	frequently occurring irregular words.
CCSS.ELA-LITERACY.L.1.2.E	L.2.1.e
Spell untaught words phonetically, drawing on phonemic awareness and	Spell untaught words phonetically, drawing on phonemic awareness and
spelling conventions.	spelling conventions.
1.WA.14	
Use capitalization of first word in sentence, pronoun "I", dates, and names of pe	ople.
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	Standard L.3:
different contexts, to make effective choices for meaning or style, and to	Apply knowledge of language to understand how language functions in
comprehend more fully when reading or listening.	different contexts, to make effective choices for meaning or style, and to
comprehend more runy when reading of insteming.	comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.1.3	L.3.1.a
(L.1.3 begins in grade 2)	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	Standard L.4:
words and phrases by using context clues, analyzing meaningful word parts,	Use context clues, analyze meaningful word parts, and consult general and
and consulting general and specialized reference materials, as appropriate.	specialized reference materials as appropriate to determine or clarify the
	magning of unknown and multiple magning would and physics from
	meaning of unknown and multiple-meaning words and phrases from
	grade level content.
CCSS.ELA-LITERACY.L.1.4	grade level content. Determine or clarify the meaning of unknown and multiple-meaning words
Determine or clarify the meaning of unknown and multiple-meaning words	grade level content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an	grade level content. Determine or clarify the meaning of unknown and multiple-meaning words
Determine or clarify the meaning of unknown and multiple-meaning words	grade level content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an

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	L.4.1.b	
Use frequently occurring affixes as a clue to the meaning of a word.	Use frequently occurring affixes as a clue to the meaning of a word.	
CCSS.ELA-LITERACY.L.1.4.C	L.4.1.c	
Identify frequently occurring root words (e.g., look) and their inflectional	Identify frequently occurring root words (e.g., look) and their inflectional	
forms (e.g., looks, looked, looking).	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,	Standard L.5:	
and nuances in word meanings.	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	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
relationships and nuances in word meanings.	retutionships and naunces in word meanings.	
CCSS.ELA-LITERACY.L.1.5.A	L.5.1.a	
	Sort words into categories (e.g., colors, clothing) to gain a sense of the	
Sort words into categories (e.g., colors, clothing) to gain a sense of the	concepts the categories represent.	
concepts the categories represent. CCSS.ELA-LITERACY.L.1.5.B	L.5.1.b	
Define words by category and by one or more key attributes (e.g., a duck is a	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).	bird that swims; a tiger is a large cat with stripes).	
CCSS.ELA-LITERACY.L.1.5.C	L.5.1.c	
Identify real-life connections between words and their use (e.g., note places	Identify real-life connections between words and their use (e.g., note places at	
at home that are cozy).	home that are cozy).	
CCSS.ELA-LITERACY.L.1.5.D	L.5.1.d	
Distinguish shades of meaning among verbs differing in manner (e.g., look,	Distinguish shades of meaning among verbs differing in manner (e.g., look,	
peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g.,	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.	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 a	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.fl		
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 shou understand and be able to do by the end of each grade. They corres the College and Career Readiness (CCR) anchor standards below by The CCR and grade-specific standards are necessary complements— former providing broad standards, the latter providing additional sp that together define the skills and understandings that all students r demonstrate.	READING PREAMBLE uld The goal of all reading instruction is to help students become competent pond to consumers of a wide variety of texts in diverse forms so that they can achieve number. independence, find meaning, and use literacy for lifelong learning, ethe ecificity— A tast is enuthing that son he read heard on viewed. Texts may include words

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 multimedia 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 readertask 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

	1
	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	
2. Demonstrate understanding of spoken words, syllables, and sounds	Phonological Awareness
(phonemes).	Standard R2:
(phonemes).	Demonstrate understanding of words, syllables, and sounds (phonemes).
Phonics and Word Peccegnition	
Phonics and Word Recognition	Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding	Standard R3:
words.	Know and apply grade-level phonics and word analysis skills in decoding
	words.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	Key Ideas and Details
	Standard R4:
Reading Anchor Standards	Read various texts closely to determine what each text explicitly says and to
Key Ideas and Details	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	Standard R5:
support conclusions drawn from the text.	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;	Standard R6:
summarize the key supporting details and ideas.	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
	Standard R7:
Craft and Structure	Interpret words and phrases as they are used in various texts, including
4. Interpret words and phrases as they are used in a text, including	determining technical, connotative, and figurative meanings, and analyze how
determining technical, connotative, and figurative meanings, and analyze how	specific word choices shape meaning or tone.
specific word choices shape meaning or tone.	
	Standard R8:
5. Analyze the structure of texts, including how specific sentences,	Analyze the structure of various texts, including how the features and
paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or	components relate to each other and the whole.
stanza) relate to each other and the whole.	Standard R9:
	Assess how perspective or purpose shapes the content and style of various
6. Assess how point of view or purpose shapes the content and style of a text.	texts.
Integration of Knowledge and Ideas	
Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats,	Integration of Knowledge and Ideas
including visually and quantitatively, as well as in words.*	Standard R10:
Including visually and quantitatively, as well as in words.	Evaluate the argument and specific claims in various texts.
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	Standard R11:
evidence.	Analyze and evaluate content presented in various texts (e.g. literary, historical,
	visual, artistic, quantitative, and technological).
9. Analyze how two or more texts address similar themes or topics in order to	Fluency
build knowledge or to compare the approaches the authors take.	Standard R12:
	Read with sufficient accuracy and fluency to support comprehension
Range of Reading and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts	
independently and proficiently	
READING: FOUNDATIONAL SKILLS Print Concepts	READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS
1. Demonstrate understanding of the organization and basic features of	Standard R.1
print.	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	READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL
Phonological Awareness	AWARENESS
2. Demonstrate understanding of spoken words, syllables, and sounds	Standard R.2:
(phonemes).	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: assess where students are, determine what they need to learn to master the skills appropriate to their grade level or grade span, and access district resources to help students move toward proficiency.
Reading: Foundational Skills	READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding	Standard R.3:
words.	Know and apply grade-level phonics and word analysis skills when decoding words.
CCSS.ELA-LITERACY.RF.2.3.A	R.3.2.a
Distinguish long and short vowels when reading regularly spelled one-syllable words.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CCSS.ELA-LITERACY.RF.2.3.B	R.3.2.b
Know spelling-sound correspondences for additional common vowel teams.	Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-LITERACY.RF.2.3.C	R.3.2.c
Decode regularly spelled two-syllable words with long vowels.	Decode regularly spelled two-syllable words with long vowels.
CCSS.ELA-LITERACY.RF.2.3.D	R.3.2.d
Decode words with common prefixes and suffixes.	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	R.3.2.f
Recognize and read grade-appropriate irregularly spelled words.	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 an	nd suffixes.		
2.RWL.d1			
Recognize and/or read grade appropriate	e irregularly spelled words.		
	2.RWL.c1		
	oot words with and without inflectional er		
		READING: Fluency	
Fluency			
4. Read with sufficient accuracy and flu	uency to support comprehension.	Standard R.12:	
		Read with sufficient accuracy and fluency to support comprehension	
CCSS.ELA-LITERACY.RF.2.4.A		R.12.2.a	
Read grade-level text with purpose and	understanding.	Read various on-level text with purpose and understanding.	
CCSS.ELA-LITERACY.RF.2.4.B		R.12.2.b	
Read grade-level text orally with accura	acy, appropriate rate, and expression	Read various on-level text orally with accuracy, appropriate rate, and	
on successive readings.		expression on successive readings.	
CCSS.ELA-LITERACY.RF.2.4.C		R.12.2.c	
Use context to confirm or self-correct word recognition and understanding,		Use context to confirm or self-correct word recognition and understanding,	
rereading as necessary.		rereading as necessary.	
2.RWL.d3			
	propriate rate, and expression (when appl	icable) on successive readings.	
2.RWL.d2			
Identify grade level words with accurac 2.HD.e3	y and on successive attempts.		
	d comprehension (a.g., reread, use visual	s or cueing system, self-correct, ask questions, confirm predictions)	
2.RWL.e3	d comprehension (e.g., reread, use visuals	s of cuening system, sen-correct, ask questions, commin predictions)	
Use context to confirm or self-correct w	vord 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	1. Read closely to determine what	Standard R.4:	
the text says explicitly and to make	the text says explicitly and to make	Read various texts closely to determine what each text explicitly says and	
logical inferences from it; cite	logical inferences from it; cite	to make logical inferences; cite specific textual evidence to support	
specific textual evidence when	specific textual evidence when	conclusions drawn from the text.	
writing or speaking to support	writing or speaking to support		
conclusions drawn from the text.	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.	
		the and the questions woode into, what, when, where, how, and why.	

Ask and answer such questions as	Ask and answer such questions as	
who, what, where, when, why, and	who, what, where, when, why, and	
how to demonstrate understanding	how to demonstrate understanding	
of key details in a text.	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		
	and how, questions from informational te	
2. Determine central ideas or themes	2. Determine central ideas or themes	Standard R.5:
of a text and analyze their	of a text and analyze their	Provide an accurate summary of various texts; determine the central
development; summarize the key	development; summarize the key	idea(s) or theme(s)-and analyze its development; throughout each text.
supporting details and ideas.	supporting details and ideas.	
CCSS.ELA-LITERACY.RL.2.2		R.5.2.a
Recount stories, including fables and		Retell texts, including details about who, what, when, where, how, and why;
folktales from diverse cultures, and		demonstrate understanding of the theme.
determine their central message,		
lesson, or moral.		
	CCSS.ELA-LITERACY.RI.2.2	R.5.2.b
	Identify the main topic of a multi-	Identify the main topic of a multi-paragraph text and the central ideas of
	paragraph text as well as the focus of	specific paragraphs.
	specific paragraphs within the text.	speene paragraphis.
Literature	specific paragraphs within the text.	
2.RL.e1		
	fables and folktales from diverse cultures	
2.RL.f5	Tables and Tolktales from diverse culture.	.
	or moral from fables and folktales from di	verse cultures
2.HD.d1	in moral from fables and forkales from a	torse cultures.
Retell a favorite text, including key deta	ils.	
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,	3. Analyze how and why individuals,	Standard R.6:
events, and ideas develop and	events, and ideas develop and	Analyze how and why individuals, events, and ideas develop and interact
interact over the course of a text.	interact over the course of a text	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.		R.6.2.b
	CCSS.ELA-LITERACY.RI.2.3	
	Describe the connection between a	Describe the relationship between a series of events, ideas, or concepts, using
	series of historical events, scientific	language that pertains to time, sequence, and cause/effect.
	ideas or concepts, or steps in	
	technical procedures in a text.	
Literature		
2.RL.d2		
Describe or select a description of a ma	jor event or problem in a story.	
2.RL.d3		
	characters respond to major events or pro	blems in a story.
Informational		
2.RI.f2		
Identify the sequence of events in an in-	formational text.	
2.RI.f3		
Identify the steps in a process in an info	rmational text.	
2.RI.f4		
Identify the cause and effect relationshi	ps in an informational text.	
READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
READING: LITERATURE Craft and Structure:	READING: INFORMATIONAL TEXT Craft and Structure:	Reading READING: Craft and Structure
		READING: Craft and Structure Standard R.7:
Craft and Structure:	Craft and Structure:	READING: Craft and Structure Standard R.7: Interpret words and phrases as they are used in various texts, including
Craft and Structure: 4. Interpret words and phrases as	Craft and Structure: 4. Interpret words and phrases as	READING: Craft and Structure Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze
Craft and Structure: 4. Interpret words and phrases as they are used in a text, including	Craft and Structure: 4. Interpret words and phrases as they are used in a text, including	READING: Craft and Structure Standard R.7: Interpret words and phrases as they are used in various texts, including
Craft and Structure: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze	Craft and Structure: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze	READING: Craft and Structure Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze
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	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	READING: Craft and Structure Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze
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.	Craft and Structure: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze	READING: Craft and Structure 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.
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. CCSS.ELA-LITERACY.RL.2.4	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	READING: Craft and Structure 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. R.7.2.a
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. CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases	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	READING: Craft and Structure 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.
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. CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration,	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	READING: Craft and Structure 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. R.7.2.a
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. CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply	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	READING: Craft and Structure 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. R.7.2.a
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. 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,	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	READING: Craft and Structure 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. R.7.2.a
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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. 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,	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. CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and	READING: Craft and Structure 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. R.7.2.a Describe how words and phrases supply rhythm and meaning in a text. R.7.2.b Use provided resources to determine the meaning of words and phrases in a
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. 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,	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. CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2	READING: Craft and Structure 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. R.7.2.a Describe how words and phrases supply rhythm and meaning in a text. R.7.2.b
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. 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.	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. CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and	READING: Craft and Structure 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. R.7.2.a Describe how words and phrases supply rhythm and meaning in a text. R.7.2.b Use provided resources to determine the meaning of words and phrases in a
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. 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,	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. CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2	READING: Craft and Structure 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. R.7.2.a Describe how words and phrases supply rhythm and meaning in a text. R.7.2.b Use provided resources to determine the meaning of words and phrases in a

Informational			
2.RWL.e6			
Determine the meaning of words and ph	rases in a text relevant to a grade 2 topic	or subject area.	
5. Analyze the structure of texts,	5. Analyze the structure of texts,	Standard R.8:	
including how specific sentences,	including how specific sentences,	Analyze the structure of various texts, including how the features and	
paragraphs, and larger portions of	paragraphs, and larger portions of	components relate to each other and the whole.	
the text (e.g., a section, chapter,	the text (e.g., a section, chapter,		
scene, or stanza) relate to each other	scene, or stanza) relate to each other		
and the whole.	and the whole.		
CCSS.ELA-LITERACY.RL.2.5		R.8.2.a	
Describe the overall structure of a		Describe the overall structure of a text, including describing how the beginning	
story, including describing how the		introduces the story and the ending concludes the action.	
beginning introduces the story and			
the ending concludes the action.			
	CCSS.ELA-LITERACY.RI.2.5	R.8.2.b	
	Know and use various text features	Explain how various text features (e.g., headings, bold print, indexes, graphics,	
	(e.g., captions, bold print,	tables of contents, glossaries, links, icons) are used to locate key facts or	
	subheadings, glossaries, indexes,	information in a text efficiently.	
	electronic menus, icons) 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 wh	at happened (or key events from) in the e	nd 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			
•	.g., title, bold print, illustrations, glossarie	es) to locate key facts or information in a text efficiently.	
2.HD.e1			
Identify text features to aid comprehens	10n.		
2.HD.e2			
Use text features to aid comprehension.			
6. Assess how point of view or	6. Assess how point of view or	Standard R.9: Assess how perspective or purpose shapes the content and style of a text.	
purpose shapes the content and	purpose shapes the content and	Assess now perspective of purpose snapes the content and style of a text.	
style of a text. CCSS.ELA-LITERACY.RL.2.6	style of a text.	R.9.2.a	
CCSS.ELA-LITERACT.KL.Z.D		Acknowledge differences in the points of view of characters.	
		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	R.9.2.b	
	Identify the main purpose of a text,	Identify the main purpose of a text, including what the author wants to answer,	
	including what the author wants to	explain, or describe.	
	answer, explain, or describe.		
Literature			
2.RL.f2			
	nt characters in a story. (e.g., who thinks	it is a bad idea to play a joke on a friend?)	
Informational			
2.RI.g1			
0	uding what question the author is answer	ing, explaining, or describing.	
Integration of Knowledge and Ideas:	Integration of Knowledge and Ideas:	READING: Integration of Knowledge and Ideas	
7. Integrate and evaluate content	7. Integrate and evaluate content	Standard R.11:	
presented in diverse media and	presented in diverse media and	Analyze and evaluate content presented in various texts (e.g. literary,	
formats, including visually and	formats, including visually and	historical, visual, artistic, quantitative, technological).	
quantitatively, as well as in words.	quantitatively, as well as in words.		
CCSS.ELA-LITERACY.RL.2.7		R.11.2.a	
Use information gained from the		Use illustrations and words in a print or digital text to demonstrate	
illustrations and words in a print or		understanding of its characters, setting, or plot.	
digital text to demonstrate		R.11.2.b	
understanding of its characters,		Compare and contrast two or more versions of the same story presented in	
– 1		diverse forms	
setting, or plot.			
	CCSS.ELA-LITERACY.RI.2.7	R.11.2.c	
	Explain how specific images (e.g., a	Explain how specific visuals contribute to and clarify the meaning of a text. R.11.2.d	
	diagram showing how a machine	Compare and contrast the information presented by two texts on the same	
	works) contribute to and clarify a		
T • (text.	topic.	
Literature			
	2.RL.c2		
Use illustrations to answer questions about the characters, key events, the problem or solution in a story.			
2 DI f1	out the characters, key events, the problem	III or solution in a story.	
2.RL.f1			
Use information gained from illustration	out the characters, key events, the problem ns to describe elements within the setting		
Use information gained from illustration 2.RL.f3	ns to describe elements within the setting	· · · · · · · · · · · · · · · · · · ·	
Use information gained from illustration 2.RL.f3 Use information gained from illustration		· · · · · · · · · · · · · · · · · · ·	
Use information gained from illustration 2.RL.f3 Use information gained from illustration 2.RL.f4	ns to describe elements within the setting	at a character wanted.	

	2.RL.c1		
	Use illustrations and details in a story to describe its characters, setting, or events.		
	Informational		
2.RI.e2	a (a. a. diagram showing how a mashin	would track the moder to do on tall the moder	
2.RI.c1	s (e.g., a diagram snowing now a machine	e works) teach the reader to do or tell the reader.	
Use the illustrations and details in a text to describe or identify its key ideas.			
8. Delineate and evaluate the	8. Delineate and evaluate the	Standard R.10:	
argument and specific claims in a	argument and specific claims in a	Evaluate the argument and specific claims in various texts.	
text, including the validity of the	text, including the validity of the	D'araute me argument and speeme claims in various texts.	
reasoning as well as the relevance	reasoning as well as the relevance		
and sufficiency of the evidence.	and sufficiency of the evidence.		
CCSS.ELA-LITERACY.RL.2.8	CCSS.ELA-LITERACY.RI.2.8	R.10.2.a	
(RL.2.8 not applicable to literature)	Describe how reasons support	Describe how reasons support specific points the author makes in a text.	
	specific points the author makes in a	Describe now reasons support specific points the addition makes in a text.	
	text.		
Literature			
(Not applicable to literature)			
Not applicable			
Informational			
2. RI.g2			
Identify the facts and details an author g	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	9. Analyze how two or more texts	Standard R.11: (Repeated Anchor Standard)	
address similar themes or topics in	address similar themes or topics in	Analyze and evaluate content presented in various texts (e.g. literary,	
order to build knowledge or to	order to build knowledge or to	historical, visual, artistic, quantitative, technological).	
compare the approaches the authors	compare the approaches the authors		
take.	take.		
CCSS.ELA-LITERACY.RL.2.9		R.11.2.a	
Compare and contrast two or more		Use illustrations and words in a print or digital text to demonstrate	
versions of the same story (e.g.,		understanding of its characters, setting, or plot.	
Cinderella stories) by different		R.11.2.b	
authors or from different cultures.		Compare and contrast two or more versions of the same story presented in	
		diverse forms	
	CCSS.ELA-LITERACY.RI.2.9	R.11.2.c	
	Compare and contrast the most	Explain how specific visuals contribute to and clarify the meaning of a text.	
	important points presented by two	R.11.2.d	
	texts on the same topic.	Compare and contrast the information presented by two texts on the same	
Literature	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	Range of Reading and Level of Text	Range and Complexity in Introduction*
Complexity:	Complexity:	
		 *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 multimedia 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 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 readertask 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,
		• 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 2.HD.b1 Choose information or parrative text or	adapted toyt to good and gauged lister to	on view for leigung numeroses

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

ndards for K-5 offer a focus for instruction each year to help nts gain adequate mastery of a range of skills and	WRITING PREAMBLE
	VV KITING I KEANIDEE
a year in their writing, students should demonstrate cication in all aspects of language use, from vocabulary and elopment and organization of ideas, and they should gly demanding content and sources. Students advancing es are expected to meet each year's grade-specific standards her develop skills and understandings mastered in preceding sted growth in student writing ability is reflected both in the elves and in the collection of annotated student writing dix C. s K-5 s on the following pages define what students should e able to do by the end of each grade. They correspond to areer Readiness (CCR) anchor standards below by number. e-specific standards are necessary complements—the broad standards, the latter providing additional specificity— ne the skills and understandings that all students must d content of student writing tion for college and career readiness, students need to learn a way of offering and supporting opinions, demonstrating the subjects they are studying, and conveying real and nees and events. They learn to appreciate that a key	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	Inquiry to Build and Present Knowledge
subgenres. See Appendix A for definitions of key writing types)	Standard W1
1. Write arguments to support claims in an analysis of substantive topics or	Use an inquiry process to gather relevant, credible information/evidence from
texts, using valid reasoning and relevant and sufficient evidence.	a variety of sources (e.g., print, digital, discussions, etc.) that build
	understanding of and lead to conclusions about a subject under investigation
2. Write informative/explanatory texts to examine and convey complex ideas	while avoiding plagiarism.
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	Standard W2
effective technique, well-chosen details, and well-structured event	Develop, strengthen, and produce polished writing by using a collaborative
sequences.	process that includes the age-appropriate use of technology.
	Comparing for Audience and Dumage
Production and Distribution of Writing	Composing for Audience and Purpose Standard W3
4. Produce clear and coherent writing in which the development,	
organization, and style are appropriate to task, purpose, and audience.	Routinely produce a variety of clear and coherent writing in which the
organization, and style are appropriate to task, purpose, and addience.	development, organization, and style are appropriate to task, audience, and
5. Develop and strengthen writing as needed by planning, revising, editing,	purpose.
rewriting, or trying a new approach.	
C. Use technology, including the Internet, to produce and publich writing and	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
to interact and collaborate with others.	
Descendents Duild and Descent Knowledge	
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.	
Dennes of Multime	
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	WRITING: Composing for Audience and Purpose	
subgenres. See Appendix A for definitions of key writing types)		
1. Write arguments to support claims in an analysis of substantive topics or	Standard W.3:	
texts, using valid reasoning and relevant and sufficient evidence.	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	W.3.2	
Write opinion pieces in which they introduce the topic or book they are	Use a combination of drawing, and writing to communicate a topic with a	
writing about, state an opinion, supply reasons that support the opinion, use	beginning, middle (including details) and an end.	
linking words (e.g., because, and, also) to connect opinion and reasons, and		
provide a concluding statement or section.		
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 opi	nion, 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.		
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 occur 2.WL.f1	rred using signal words (e.g., first, then, next).	
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 mainta 2.WL.d2	aining a single focus.	
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,	Standard W.2:	
organization, and style are appropriate to task, purpose, and audience.	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	W.2.2.a	
With guidance and support from adults and peers, focus on a topic and	With guidance and support from adults and peers, focus on a topic and	
strengthen writing as needed by revising and editing.	strengthen writing as needed by revising and editing.	
2.WI.i1		
With guidance and support, use feedback on a topic (e.g., additional text, drawin	gs, visual displays, labels) to strengthen informational writing.	
2.WL.g1		
With guidance and support, use feedback (e.g., elaborate on story elements) to st	trengthen 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	W.2.2.b	
With guidance and support from adults, use a variety of digital tools to	With guidance and support from adults, use a variety of digital tools to	
produce and publish writing, including in collaboration with peers.	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.

WRITING: Inquiry to Build and Present Knowledge		
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. W.1.2.a		
Investigate questions by participating in shared research and writing projects.		
investigate questions by participating in shared research and writing projects.		
on a single topic to produce a report; record science observations).		
W.1.2.b		
Gather information from provided sources and/or recall information from		
experiences in order to answer questions.		
Recall information from experiences (e.g., highlight, quote or paraphrase from source) to answer a question. 2.WI.d1		
and (a a highlight) to another a question		
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		
phrase from text or discussion) to answer a question.		
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		
2. w1.03 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.		

Not applicable	
Range of Writing	Range of Writing in Preamble*
10. Write routinely over extended time frames (time for research,	* Writing is a lifelong, essential tool for communication. In order to prepare
reflection, and revision) and shorter time frames (a single sitting or a day or	students for varied and evolving writing tasks, students should write routinely,
two) for a range of tasks, purposes, and audiences.	in both long- and short-time frames, as a means of building writing stamina.
CCSS.ELA-LITERACY.W.2.10	Moreover, students should write in a breadth of modes and forms across all
(W.2.10 begins in grade 3)	disciplines.
Not applicable	

Speaking and Listening Strand

and words and a second standards and estain an further develop skills and	
each year's grade-specific standards and retain or further develop skills and	
understandings mastered in preceding grades.	Creaking and Listaning Anghan Standards
Speaking and Listening Anchor Standards	Speaking and Listening Anchor Standards Comprehension and Collaboration
Comprehension and Collaboration	SL Standard.1:
1. Prepare for and participate effectively in a range of conversations and	Prepare for and participate in conversations across a range of topics, types, and
collaborations with diverse partners, building on others' ideas and expressing	forums, building on others' ideas and expressing their own.
their own clearly and persuasively.	for anis, our anity on others radius and expressing their own.
2. Integrate and evaluate information presented in diverse media and	SL Standard.2:
formats, including visually, quantitatively, and orally.	Integrate and evaluate information presented in diverse media and formats,
formats, including visually, quantitatively, and orally.	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
	SL Standard 3:
Presentation of Knowledge and Ideas	Present information and supporting evidence appropriate to task, purpose, and
4. Present information, findings, and supporting evidence such that listeners	audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.
can follow the line of reasoning and the organization, development, and style	mutimedia when appropriate.
are appropriate to task, purpose, and audience.	SL Standard 4:
	Adapt speech to a variety of contexts, audiences, and communicative tasks.
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: Comprehension and Collaboration	SPEAKING AND LISTENING: Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and	Standard SL.1:
collaborations with diverse partners, building on others' ideas and	Prepare for and participate in conversations across a range of topics,
expressing their own clearly and persuasively.	types, and forums, building on others' ideas and expressing their own.
CCSS.ELA-LITERACY.SL.2.1	SL.1.2
Participate in collaborative conversations with diverse partners about grade 2	Participate in collaborative conversations with diverse partners about grade 2
topics and texts with peers and adults in small and larger groups.	topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.2.1.A	SL.1.2.a
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful	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	ways, listening to others with care, speaking one at a time about the topics and
and texts under discussion).	texts under discussion).
CCSS.ELA-LITERACY.SL.2.1.B	SL.1.2.b
Build on others' talk in conversations by linking their comments to the	Build on others' talk in conversations by linking their comments to the remarks
remarks of others.	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	Ask for clarification and further explanation as needed about the topics and
texts under discussion.	texts under discussion.
2.HD.c1	we listening to others with some smalling one at a time shout the tenies and text
under discussion).	ays, listening to others with care, speaking one at a time about the topics and text
2.HD.c2	
Build on others' talk in conversations by linking their comments to the remarks of	of others.
2. Integrate and evaluate information presented in diverse media and Standard SL.2:	
formats, including visually, quantitatively, and orally.	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	SL.2.2.a
Recount or describe key ideas or details from a text read aloud or information	Recount or describe key ideas or details from a text read aloud or information
presented orally or through other media.	presented orally or through other media.
2.HD.d2	
Engage in small or large group discussion of favorite texts presented orally or th	rough other media.
2.RL.e2	
Recount or describe key ideas or details from literary text read aloud or informat	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and	Standard SL.2 (<u>Repeated Anchor Standard</u>):
rhetoric.	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	SL.2.2.b
Ask and answer questions about what a speaker says in order to clarify	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a
comprehension, gather additional information, or deepen understanding of a	topic or issue.
topic or issue. 2.HD.a2	
Ask questions about information presented (orally or in writing) in order to clari	fy 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	Standard SL.3:
can follow the line of reasoning and the organization, development, and	Present information and supporting evidence appropriate to task,
style are appropriate to task, purpose, and audience.	purpose, and audience so that listeners can follow the line of reasoning
	and incorporate multimedia when appropriate.
CCSS.ELA-LITERACY.SL.2.4	SL.3.2.a
Tell a story or recount an experience with appropriate facts and relevant,	Describe people, places, and things, tell a story or recount an experience with
descriptive details, speaking audibly in coherent sentences.	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	
2.WI.a1	

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	Standard SL.3: (<u>Repeated Anchor Standard</u>)
information and enhance understanding of presentations.	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	SL.3.2.b
Create audio recordings of stories or poems; add drawings or other visual	Create audio/video recordings of stories or poems; add drawings or other
displays to stories or recounts of experiences when appropriate to clarify	visual displays to stories or recounts of experiences when appropriate to clarify
ideas, thoughts, and feelings.	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,	Standard SL.4:
demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts, audiences, and communicative
	tasks.
CCSS.ELA-LITERACY.SL.2.6	SL.4.2
Produce complete sentences when appropriate to task and situation in order	Produce complete sentences when appropriate to task and situation in order to
to provide requested detail or clarification. (See grade 2 Language standards	provide requested detail or clarification.
1 and 3 here for specific expectations.)	
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	LANGUAGE PREAMBLE
The K–5 standards on the following pages define what students should	Throughout the developmental continuum in English Language Arts/Literacy
understand and be able to do by the end of each grade. They correspond to	and across all content areas, language is the core of understanding and
the College and Career Readiness (CCR) anchor standards below by number.	comprehension. Context is key. Human understanding is founded in communication and language, and organic experiences are the most effective
The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—	means of learning language skills. While the language standards are presented
that together define the skills and understandings that all students must	separately from reading, writing, speaking, and listening, they are best utilized
demonstrate.	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	Language Anchor Standards
Conventions of Standard English	Conventions of Standard English Standard L.1:
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	Standard L.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	Knowledge of Language
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 in writing
Vocabulary Acquisition and Use	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.	Vocabulary Acquisition and Use Standard L.4:
consulting general and specialized reference materials, as appropriate.	Use context clues, analyze meaningful word parts, and consult general and
5. Demonstrate understanding of figurative language, word relationships, and	specialized reference materials as appropriate to determine or clarify the
nuances in word meanings.	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-	Standard L.5:
specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate	Demonstrate understanding of figurative language, word relationships, and
independence in gathering vocabulary knowledge when encountering an	nuances in word meanings sufficient for reading, writing, speaking, and
unknown term important to comprehension or expression.	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	Standard L.1:
and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar
	and usage when writing or speaking.
CCSS.ELA-LITERACY.L.2.1.A	L.1.2.a
Use collective nouns (e.g., group).	Use collective nouns (e.g., group).
CCSS.ELA-LITERACY.L.2.1.B	L.1.2.b
Form and use frequently occurring irregular plural nouns (e.g., feet, children,	Form and use frequently occurring irregular plural nouns (e.g., feet, children,
teeth, mice, fish).	teeth, mice, fish).
CCSS.ELA-LITERACY.L.2.1.C	L.1.2.c
Use reflexive pronouns (e.g., myself, ourselves).	Use reflexive pronouns (e.g., myself, ourselves).
CCSS.ELA-LITERACY.L.2.1.D	L.1.2.d
Form and use the past tense of frequently occurring irregular verbs (e.g., sat,	Form and use the past tense of frequently occurring irregular verbs (e.g., sat,
hid, told).	hid, told).
CCSS.ELA-LITERACY.L.2.1.E	L.1.2.e
Use adjectives and adverbs and choose between them depending on what is	Use adjectives and adverbs and choose between them depending on what is to
to be modified.	be modified.
CCSS.ELA-LITERACY.L.2.1.F	L.2.3.f
Produce, expand, and rearrange complete simple and compound sentences	Produce, expand, and rearrange complete simple and compound sentences
(e.g., The boy watched the movie; The little boy watched the movie; The	(e.g., The boy watched the movie; The little boy watched the movie; The
action movie was watched by the little boy).	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	Standard L.2:
capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English
capitalization, punctuation, and spening when writing.	capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.2.2.A	L.2.2.a
	Capitalize holidays, product names, and geographic names.
	Cuprunze nondays, product names, and geographic names.

Capitalize holidays, product names, and geographic names.	
CCSS.ELA-LITERACY.L.2.2.B	L.2.2.b
Use commas in greetings and closings of letters.	Use commas in greetings and closings of letters.
CCSS.ELA-LITERACY.L.2.2.C	L.2.2.c
Use an apostrophe to form contractions and frequently occurring possessives.	Use an apostrophe to form contractions and frequently occurring possessives.
CCSS.ELA-LITERACY.L.2.2.D	L.2.2.d
Generalize learned spelling patterns when writing words (e.g., cage \rightarrow badge;	Generalize learned spelling patterns when writing words (e.g., cage \rightarrow badge;
boy \rightarrow boil).	boy $\Box \rightarrow$ boil).
CCSS.ELA-LITERACY.L.2.2.E	L.2.2.e
Consult reference materials, including beginning dictionaries, as needed to	Consult reference materials, including beginning dictionaries, as needed to
check and correct spellings.	check and correct spellings.
2.WA.14	
Capitalize dates, name of people, holidays, product names, and geographic name	s.
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	Standard L.3:
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to	Standard L.3: Apply knowledge of language to understand how language functions in
3. Apply knowledge of language to understand how language functions in	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
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.
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	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. L.3.2
 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, 	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.L.3.2Use knowledge of language and its conventions when writing, speaking,
 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. 	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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 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. CCSS.ELA-LITERACY.L.2.3.A 	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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.2.a
 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. CCSS.ELA-LITERACY.L.2.3.A CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English 	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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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 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. CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English No CCCs written for this standard. Vocabulary Acquisition and Use 	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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.2.a
 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. CCSS.ELA-LITERACY.L.2.3.A CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English No CCCcs written for this standard. 	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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.2.a Compare formal and informal uses of English. LANGUAGE: Vocabulary Acquisition and Use
 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. CCSS.ELA-LITERACY.L.2.3.A COSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English No CCCcs written for this standard. Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning 	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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.2.a Compare formal and informal uses of English. LANGUAGE: 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
 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. CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English No CCCs written for this standard. 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,	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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.2.a Compare formal and informal uses of English. LANGUAGE: 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
 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. CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English No CCCs written for this standard. 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.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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.2.a Compare formal and informal uses of English. LANGUAGE: 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.
 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. CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English No CCCs written for this standard. 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. CCSS.ELA-LITERACY.L.2.4 	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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.2.a Compare formal and informal uses of English. LANGUAGE: 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. Determine or clarify the meaning of unknown and multiple-meaning word and
 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. CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English No CCCs written for this standard. 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. CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words 	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. L.3.2 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. L.3.2.a Compare formal and informal uses of English. 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. 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
 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. CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English No CCCs written for this standard. 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. CCSS.ELA-LITERACY.L.2.4 	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. L.3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.2.a Compare formal and informal uses of English. LANGUAGE: 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. Determine or clarify the meaning of unknown and multiple-meaning word and

	L.4.2.a	
CCSS.ELA-LITERACY.L.2.4.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.2.4.B	L.4.2.b	
	Determine the meaning of the new word formed when a known prefix is added	
Determine the meaning of the new word formed when a known prefix is	to a known word (e.g., happy/unhappy, tell/retell).	
added to a known word (e.g., happy/unhappy, tell/retell).	to a known word (e.g., happy/unnappy, ten/reten).	
CCSS.ELA-LITERACY.L.2.4.C	L.4.2.c	
Use a known root word as a clue to the meaning of an unknown word with	Use a known root word as a clue to the meaning of an unknown word with the	
the same root (e.g., addition, additional).	same root (e.g., addition, additional).	
CCSS.ELA-LITERACY.L.2.4.D	L.4.2.d	
Use knowledge of the meaning of individual words to predict the meaning of	Use knowledge of the meaning of individual words to predict the meaning of	
compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook,	compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook,	
bookmark).	bookmark).	
,		
CCSS.ELA-LITERACY.L.2.4.E	L.4.2.e	
Use glossaries and beginning dictionaries, both print and digital, to determine	Use glossaries and beginning dictionaries, both print and digital, to determine	
or clarify the meaning of words and phrases.	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, Standard L.5:		
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships,	
and huances in word meanings.	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	
Demonstrate understanding of word relationships and nuances in word	meanings.	
meanings.		
CCSS.ELA-LITERACY.L.2.5.A	L.5.2.a	
Identify real-life connections between words and their use (e.g., describe	Identify real-life connections between words and their use (e.g., describe foods	
foods that are spicy or juicy).	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,	Distinguish shades of meaning among closely related verbs (e.g., toss, throw,	
hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	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	✓ A	
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-	Standard L.6:	
specific words and phrases sufficient for reading, writing, speaking, and	Acquire and use accurately a range of general academic and domain-	
listening at the college and career readiness level; demonstrate	specific words and phrases sufficient for reading, writing, speaking, and	
independence in gathering vocabulary knowledge when encountering an	listening; demonstrate independence in gathering vocabulary knowledge	
unknown term important to comprehension or expression.	when encountering an unknown term important to comprehension or	
	expression.	
CCSS.ELA-LITERACY.L.2.6	L.6.2.a	
Use words and phrases acquired through conversations, reading, and being	Use words and phrases acquired through conversations, reading, and being	
read to, and responding to texts, including using adjectives and adverbs to	read to, and responding to texts, including using adjectives and adverbs to	
describe (e.g., When other kids are happy that makes me happy).	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	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	READING PREAMBLE
The K–5 standards on the following pages define what students should	The goal of all reading instruction is to help students become competent
understand and be able to do by the end of each grade. They correspond to	consumers of a wide variety of texts in diverse forms so that they can achieve
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.	 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 multimedia 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

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.	 texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages. Text complexity has three components: qualitative, quantitative, and readertask 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 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: Foundational reading skills are firse to what texts explicitly and implicitly say in order to make inferences and draw conclusions about meaning. (Standards 4-6) 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) Integration of knowledge and ideas refers to how readers explore, identify, orga
Foundational Deading Anchor Standards	
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	
2. Demonstrate understanding of spoken words, syllables, and sounds	Phonological Awareness
(phonemes).	Standard R2:
	Demonstrate understanding of words, syllables, and sounds (phonemes).
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding	Phonics and Word Recognition
words.	Standard R3:
	Know and apply grade-level phonics and word analysis skills in decoding
Fluency	words.
4. Read with sufficient accuracy and fluency to support comprehension.	Key Ideas and Details
	Standard R4:
Reading Anchor Standards	Read various texts closely to determine what each text explicitly says and to
Key Ideas and Details	make logical inferences; cite specific textual evidence to support conclusions
1. Read closely to determine what the text says explicitly and to make logical	drawn from the texts.
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
2. Determine central ideas or themes of a text and analyze their development;	theme(s) and analyze its development throughout each text.
summarize the key supporting details and ideas.	
	Standard R6:
3. Analyze how and why individuals, events, and ideas develop and interact	Analyze how and why individuals, events, and ideas develop and interact over
over the course of a text.	the course of a text.
	Craft and Structure
Craft and Structure	Standard R7:
4. Interpret words and phrases as they are used in a text, including	Interpret words and phrases as they are used in various texts, including
determining technical, connotative, and figurative meanings, and analyze how	determining technical, connotative, and figurative meanings, and analyze how
specific word choices shape meaning or tone.	specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences,	Standard R8:
paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or	Analyze the structure of various texts, including how the features and
stanza) relate to each other and the whole.	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:
	Assess how perspective or purpose shapes the content and style of various texts.
Integration of Knowledge and Ideas	
7. Integrate and evaluate content presented in diverse media and formats,	Integration of Knowledge and Ideas
including visually and quantitatively, as well as in words.*	Standard R10:

 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 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	Standard R.1
print.	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	READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL
Phonological Awareness	AWARENESS
2. Demonstrate understanding of spoken words, syllables, and sounds	Standard R.2:
(phonemes).	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	READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD
Phonics and Word Recognition	RECOGNITION
3. Know and apply grade-level phonics and word analysis skills in decoding	Standard R.3:

words.

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

CCSS.ELA-LITERACY.RF.3.3.A	R.3.3.a		
Identify and know the meaning of the most common prefixes and derivational	Identify and know the meaning of the most common prefixes and derivational		
suffixes.	suffixes.		
CCSS.ELA-LITERACY.RF.3.3.B	R.3.3.b		
Decode words with common Latin suffixes.	Decode words with common Latin suffixes.		
CCSS.ELA-LITERACY.RF.3.3.C	R.3.3.c		
Decode multisyllable words.	Decode multisyllabic words.		
CCSS.ELA-LITERACY.RF.3.3.D	R.3.3.d		
Read grade-appropriate irregularly spelled words.	Read grade-appropriate irregularly spelled words.		
3.RWL.gl			
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			
Reading: Foundational Skills	READING: Fluency		
Fluency	[4] D 12-		
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	R.12.3.a		
Read grade-level text with purpose and understanding.	Read various on-level text with purpose and understanding.		
CCSS.ELA-LITERACY.RF.3.4.B	R.12.3.b		
Read grade-level prose and poetry orally with accuracy, appropriate rate, and	Read various on-level text with accuracy, appropriate rate, and expression on		
expression on successive readings.	successive readings.		
CCSS.ELA-LITERACY.RF.3.4.C	R.12.3.c		
Use context to confirm or self-correct word recognition and understanding,	Use context to confirm or self-correct word recognition and understanding,		
rereading as necessary.	rereading as necessary.		
3.RWL.h3			
Read text (including prose and poetry) with accuracy, appropriate rate, and expre	ession (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	1. Read closely to determine what	Standard R.4:
the text says explicitly and to make	the text says explicitly and to make	Read various texts closely to determine what each text explicitly says and
logical inferences from it; cite	logical inferences from it; cite	to make logical inferences; cite specific textual evidence to support
specific textual evidence when	specific textual evidence when	conclusions drawn from the text.
writing or speaking to support	writing or speaking to support	
conclusions drawn from the text.	conclusions drawn from the text.	
CCSS.ELA-LITERACY.RL.3.1	CCSS.ELA-LITERACY.RI.3.1	R.4.3
Ask and answer questions to	Ask and answer questions to	Ask and answer questions to demonstrate understanding of a text, referring
demonstrate understanding of a text,	demonstrate understanding of a text,	explicitly to the text as the basis for the answers.
referring explicitly to the text as the	referring explicitly to the text as the	
basis for the answers.	basis for the answers.	
Literature		
3.RL.h1		
	ship between characters, setting, events, o	or conflicts (e.g., characters and events, characters and conflicts, setting and
conflicts).		
3.RL.i2) and refer to text to support your aparter	
3.RL.i3) and refer to text to support your answer	
	usions using evidence from the text include	ding illustrations
Informational	usions using evidence from the text meru	
3.RI.i1		
	standing of a text, referring explicitly to the	he text as the basis for the answers.
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 information	ational text read, read aloud or informatio	n presented in diverse media and formats, including visually, quantitatively, and
orally.		
2. Determine central ideas or themes	2. Determine central ideas or themes	Standard R.5:
of a text and analyze their	of a text and analyze their	Provide an accurate summary of various texts; determine the central
development; summarize the key	development; summarize the key	idea(s) or theme(s)-and analyze its development; throughout each text.
supporting details and ideas.	supporting details and ideas.	
CCSS.ELA-LITERACY.RL.3.2		R.5.3.a
Recount stories, including fables,		Retell texts, including details about who, what, when, where, why, and how;
folktales, and myths from diverse		explain how the theme is supported.
cultures; determine the central		
message, lesson, or moral and explain		
how it is conveyed through key		
details in the text.		
	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.		
	Determine the main idea of a text;		
	recount the key details and explain		
Literature	how they support the main idea.		
3.RL.i1			
	son or moral within a story folktale or	fable from diverse cultures	
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 charac	eter or theme within the story.	
Informational			
3.RI.i2			
	oud, or information presented in diverse	media and formats, including visually, quantitatively, and orally.	
3.RI.k5			
	int the key details and explain how they s	support the main idea.	
3.RI.n1 Identify facts that an author uses to supp	port a specific point or opinion		
3. Analyze how and why individuals,	3. Analyze how and why individuals,	Standard R.6:	
events, and ideas develop and	events, and ideas develop and	Analyze how and why individuals, events, and ideas develop and interact	
interact over the course of a text.	interact over the course of a text	over the course of a text.	
CCSS.ELA-LITERACY.RL.3.3		R.6.3.a	
Describe characters in a story (e.g.,		Describe in depth a character, setting, or event in a story, drawing on specific	
their traits, motivations, or feelings)		details in the text (e.g., a character's thoughts, words, or actions).	
and explain how their actions			
contribute to the sequence of events.			
	CCSS.ELA-LITERACY.RI.3.3	R.6.3.b	
	Describe the relationship between a	Explain the relationship between events, ideas or concepts, using language that	
	series of historical events, scientific	pertains to time, sequence, and cause/effect, based on information from the	
	ideas or concepts, or steps in	text.	
	technical procedures in a text, using		
	language that pertains to time,		
	sequence, and cause/effect.		
Literature			
3.RL.h2			
Explain how characters' actions contribu	ite to the sequence of events/plot.		
3.RL.11	• • • • • • • • • • • • • • • • • • • •		
Describe a character's traits in a story using details from the text and illustrations.			
3.RL.12 Explain a character's motivation in a stor	ry using the character's thoughts words	and actions as avidence from the text	
Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. 3.RL.13			
Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.			
Explain a character's teelings in a story i	using the character's thoughts words and	d actions as evidence from the text	

3.RL.14			
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	4. Interpret words and phrases as	Standard R.7:	
they are used in a text, including	they are used in a text, including	Interpret words and phrases as they are used in various texts, including	
determining technical, connotative,	determining technical, connotative,	determining technical, connotative, and figurative meanings, and analyze	
and figurative meanings, and analyze	and figurative meanings, and analyze	how specific word choices shape meaning or tone.	
how specific word choices shape	how specific word choices shape		
meaning or tone.	meaning or tone.		
CCSS.ELA-LITERACY.RL.3.4		R.7.3.a	
Determine the meaning of words and		Determine the meaning of words and phrases as they are used in a text,	
phrases as they are used in a text,		distinguishing literal from figurative language.	
distinguishing literal from nonliteral			
language.			
	CCSS.ELA-LITERACY.RI.3.4	R.7.3.b	
	Determine the meaning of general	Use provided resources to determine the meaning of domain-specific words	
	academic and domain-specific words	and phrases.	
	and phrases in a text relevant to a		
	grade 3 topic or subject area.		
Literature			
3.RWL.k2			
	nliteral words and phrases as they are use	ed in a text.	
3.RWL.j4			
	emic and domain-specific words and phra	ses in a text relevant to a grade 3 topic or subject area.	
	Informational		
5	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.		
5. Analyze the structure of texts,	5. Analyze the structure of texts,	Standard R.8:	
including how specific sentences,	including how specific sentences,	Analyze the structure of various texts, including how the features and	
paragraphs, and larger portions of	paragraphs, and larger portions of	components relate to each other and the whole.	
the text (e.g., a section, chapter,	the text (e.g., a section, chapter,		
scene, or stanza) relate to each other	scene, or stanza) relate to each other		
and the whole.	and the whole.		
CCSS.ELA-LITERACY.RL.3.5		R.8.3.a	
		A.O.J.u	

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

Informational	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	7. Integrate and evaluate content	Standard R.11:	
presented in diverse media and	presented in diverse media and	Analyze and evaluate content presented in various texts (e.g. literary,	
formats, including visually and	formats, including visually and	historical, visual, artistic, quantitative, technological).	
quantitatively, as well as in words.	quantitatively, as well as in words.		
CCSS.ELA-LITERACY.RL.3.7		R.11.3.a	
Explain how specific aspects of a		Explain how specific aspects of a text's illustrations contribute to the meaning	
text's illustrations contribute to what		of a text (e.g., create mood, emphasize aspects of a character or setting).	
is conveyed by the words in a story		R.11.3.b	
(e.g., create mood, emphasize		Compare and contrast themes, settings, characters, and plots of stories.	
aspects of a character or setting).			
	CCSS.ELA-LITERACY.RI.3.7	R.11.3.c	
	Use information gained from	Use information gained from the text features and the words within to	
	illustrations (e.g., maps, photographs)	demonstrate an understanding of the whole text.	
	and the words in a text to	R.11.3.d	
	demonstrate understanding of the	Compare and contrast the key details presented in two texts on the same topic.	
	text (e.g., where, when, why, and		
	how key events occur).		
Literature			
3.RL.i3			
	usions using evidence from the text inclu	ding illustrations.	
3.RL.m2			
	visuals from a story, read or viewed, to ex	xplain the mood in a given part of the story.	
Informational	•		
3.RI.h4			
Use illustrations (e.g., maps, photograph	ns) in informational texts to answer quest	ions.	
3.RI.11			
2	rations and information learned from the	words in an informational text.	
3.RI.i2			
0	ns (e.g., maps, photographs) and the word	Is 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	8. Delineate and evaluate the	Standard R.10:
argument and specific claims in a	argument and specific claims in a	Evaluate the argument and specific claims in various texts.
text, including the validity of the	text, including the validity of the	
reasoning as well as the relevance	reasoning as well as the relevance	
and sufficiency of the evidence.	and sufficiency of the evidence.	
CCSS.ELA-LITERACY.RL.3.8	CCSS.ELA-LITERACY.RI.3.8	R.10.3
(RL.3.8 not applicable to literature)	Describe the logical connection	Explain how an author or character uses reasons and evidence to support a
	between particular sentences and	claim in a text.
	paragraphs in a text (e.g.,	
	comparison, cause/effect,	
	first/second/third in a sequence).	
Literature		
Not applicable		
Informational 3.RI.j1		
5	e what the text structure is in an information	ional text
3.RI.j2	te what the text structure is in an information	
Describe the connection between senter	ces and paragraphs in a text.	
9. Analyze how two or more texts	9. Analyze how two or more texts	Standard R.11: (Repeated Anchor Standard)
address similar themes or topics in	address similar themes or topics in	Analyze and evaluate content presented in various texts (e.g. literary,
order to build knowledge or to	order to build knowledge or to	historical, visual, artistic, quantitative, technological).
oraci to build knowledge of to	order to build knowledge of to	instorical, visual, artistic, quantitative, technological).
compare the approaches the authors	compare the approaches the authors	instorreur, visual, artistic, quantitative, technologicar).
<u> </u>		instorieur, visuur, ur tistie, quuntituitve, teennorogieur).
compare the approaches the authors	compare the approaches the authors	R.11.3.a
compare the approaches the authors take.	compare the approaches the authors	R.11.3.a Explain how specific aspects of a text's illustrations contribute to the meaning
compare the approaches the authors take. CCSS.ELA-LITERACY.RL.3.9	compare the approaches the authors	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).
compare the approaches the authors take. CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes,	compare the approaches the authors	R.11.3.aExplain 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 the approaches the authors take. 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	compare the approaches the authors	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).
compare the approaches the authors take. CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same	compare the approaches the authors take.	 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.
compare the approaches the authors take. 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	compare the approaches the authors take. CCSS.ELA-LITERACY.RI.3.9	 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. R.11.3.c
compare the approaches the authors take. 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	compare the approaches the authors take. CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most	 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. R.11.3.c Use information gained from the text features and the words within to
compare the approaches the authors take. 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	compare the approaches the authors take. CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details	 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. R.11.3.c Use information gained from the text features and the words within to demonstrate an understanding of the whole text.
compare the approaches the authors take. 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	compare the approaches the authors take. CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same	 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. 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 the approaches the authors take. 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).	compare the approaches the authors take. CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details	 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. R.11.3.c Use information gained from the text features and the words within to demonstrate an understanding of the whole text.
compare the approaches the authors take. 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).	compare the approaches the authors take. CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same	 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. 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 the approaches the authors take. 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). Literature 3.HD.h2	compare the approaches the authors take. 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.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. 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.
compare the approaches the authors take. 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). Literature 3.HD.h2 Compare two or more texts or adapted to	compare the approaches the authors take. CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same	 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. 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.
compare the approaches the authors take. 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). Literature 3.HD.h2 Compare two or more texts or adapted to the text or the text or	compare the approaches the authors take. 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.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. 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.
compare the approaches the authors take. 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). Literature 3.HD.h2 Compare two or more texts or adapted t	compare the approaches the authors take. CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. exts on the same topic or by the same aut	 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. 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.

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 iterary and informational texts independently and proficiently 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.	10. Read and comprehend complex literary and informational texts 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.	 *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 multimedia 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 readertask 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		
Pand or he read to and recount salf sal	ected stories, fables, folktales, myths, and	other types of texts or adapted text

Writing Strand

Writing – Strand #2 Common Core State Standards

Writing – Strand #4 in 2020 Maine Learning Results

Introduction

WRITING PREAMBLE

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.

College and Career Readiness Anchor Standards for Writing

subgenres. See Appendix A for definitions of key writing types)

texts, using valid reasoning and relevant and sufficient evidence.

Text Types and Purposes (These broad types of writing include many

1. Write arguments to support claims in an analysis of substantive topics or

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.

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

 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing 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	Standard W.3: (Addresses all types of writing)
texts, using valid reasoning and relevant and sufficient evidence.	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	W.3.3.a
Write opinion pieces on topics or texts, supporting a point of view with	Use a combination of illustrations and writing to produce pieces with
reasons.	introductions and bodies including details and conclusions.
	C
CCSS.ELA-LITERACY.W.3.1.A	W.3.3.b
Introduce the topic or text they are writing about, state an opinion, and	Develop the topic with relevant supporting details.
create an organizational structure that lists reasons.	
CCSS.ELA-LITERACY.W.3.1.B	W.3.3.c
Provide reasons that support the opinion.	Use developmentally appropriate linking words and phrases.
CCSS.ELA-LITERACY.W.3.1.C	W.3.3.d
Use linking words and phrases (e.g., because, therefore, since, for example)	Use precise vocabulary/word choice.
to connect opinion and reasons.	
CCSS.ELA-LITERACY.W.3.1.D	W.3.3.e
Provide a concluding statement or section.	Provide a sense of closure that is related to the ideas presented.
2. Write informative/explanatory texts to examine and convey complex	Repeated
ideas and information clearly and accurately through the effective selection,	Standard W.3: (Addresses all types of writing)
organization, and analysis of content.	Routinely produce a variety of clear and coherent writing in which the
	development, organization, and style are appropriate to task, audience,
CCSS.ELA-LITERACY.W.3.2	and purpose. Repeated
Write informative/explanatory texts to examine a topic and convey ideas and	W.3.3.a
information clearly.	Use a combination of illustrations and writing to produce pieces with
internation clearly.	introductions and bodies including details and conclusions.
	č
CCSS.ELA-LITERACY.W.3.2.A	Repeated
Introduce a topic and group related information together; include illustrations	W.3.3.b
when useful to aiding comprehension.	Develop the topic with relevant supporting details.
CCSS.ELA-LITERACY.W.3.2.B	Repeated W 2.2
Develop the topic with facts, definitions, and details.	W.3.3.c
	Use developmentally appropriate linking words and phrases.
CCSS.ELA-LITERACY.W.3.2.C	Repeated
Use linking words and phrases (e.g., also, another, and, more, but) to connect	W.3.3.d
ideas within categories of information.	Use precise vocabulary/word choice.
	. ,
CCSS.ELA-LITERACY.W.3.2.D	Repeated
Provide a concluding statement or section.	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.11 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.13		
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.		

When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story. 3.WL.11 Use temporal words and phrases to signal event order. 3.WL.ml Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events. Production and Distribution of Witing WRTING: 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. CCS.ELA-UTERACY.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.WL.01 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.01 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose. S.D. audience. S.Develop and strengthen writing as needed by planning, revising, editing, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to an including grade 3 here.) W.2.3.a.	3.WL.k1	
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With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose. W.2.3.a 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.) With guidance and support from peers and adults, develop a plan for writing. 3.WP.j3 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.11 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.12 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		
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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	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).	
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	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).	
real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion). 3.WI.16		

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	g (e.g., review product, strengthening story).	
3.WI.s2		
With guidance and support from peers and adults, strengthen writing by revising		
3.WP.j5		
which is to persuade, state your opinion, gather evidence, create your argument,	nt and organization are appropriate to the task and purpose (e.g., define purpose, provide a meaningful conclusion)	
3.WP.p2	provide a meaningrui conclusion).	
With guidance and support from peers and adults, strengthen writing by revising	(e.g. review product strengthening argument)	
3.WP.o1	(c.g., review product, strengthening argument).	
With guidance and support from peers and adults, edit writing for clarity and me	aning	
3.WL.n1	annig.	
With guidance and support from peers and adults, edit narrative writing for clari	ty and meaning.	
3.WI.r1	-,B.	
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	W.2.3.b	
and to interact and collaborate with others.	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	W.2.3.c	
With guidance and support from adults, use technology to produce and	Develop keyboarding skills.	
publish writing (using keyboarding skills) as well as to interact and collaborate		
with others.		
3.WA2		
With guidance and support from adults, use technology to produce and publish w	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 Standard W.1:		
focused questions, demonstrating understanding of the subject under	Use an inquiry process to gather relevant, credible information/evidence	
investigation.	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		
investigation while avoiding plagiarism. CCSS.ELA-LITERACY.W.3.7 W.1.3.a		
	Investigate questions by participating in research that builds knowledge about	
Conduct short research projects that build knowledge about a topic.	a topic.	
3.WI.15		
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		
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,	W.1.3.b	
assess the credibility and accuracy of each source, and integrate the	Gather information from a variety of sources and/or recall information from	
information while avoiding plagiarism.	experiences in order to answer questions.	
CCSS.ELA-LITERACY.W.3.8	W.1.3.c	
Recall information from experiences or gather information from print and	Take brief notes on sources and sort information into provided categories.	
digital sources; take brief notes on sources and sort evidence 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) 3.WL.i1	from print and/or digital sources.	
Gather information (e.g., highlight in text, quote, or paraphrase from text) from J 3.WI.k1	print and/or digital sources.	
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 source	S.	
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.12		
Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.		
Sort evidence collected from print and/or digital sources into provided categories	3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories	
3.WI.14		
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,	* Writing is a lifelong, essential tool for communication. In order to prepare
reflection, and revision) and shorter time frames (a single sitting or a day or	students for varied and evolving writing tasks, students should write routinely,
two) for a range of tasks, purposes, and audiences.	in both long- and short-time frames, as a means of building writing stamina.
CCSS.ELA-LITERACY.W.3.10	Moreover, students should write in a breadth of modes and forms across all
Write routinely over extended time frames (time for research, reflection, and	disciplines.
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	SPEAKING AND LISTENTING PREAMBLE
The K–5 standards on the following pages define what students should	Speaking and listening are essential components in our schools, our homes,
understand and be able to do by the end of each grade. They correspond to	our communities, and our places of work. Direct, interpersonal communication
the College and Career Readiness (CCR) anchor standards below by number.	is the cornerstone of human relationships, and nowhere is this more clearly
The CCR and grade-specific standards are necessary complements—the	articulated than in dialogue, discussion, presentation, and debate. Successful
former providing broad standards, the latter providing additional specificity—	students must be able to communicate in multiple mediums, through
that together define the skills and understandings that all students must	conversations, interviews, digital presentations, and countless day-to-day interactions that build understanding of their world and the perspectives of
demonstrate.	their peers. Key to success in our modern world is interaction with diverse
Note on range and content of student speaking and listening	others and ever-changing groups, and creating and following community
To build a foundation for college and career readiness, students must have	guidelines and rules, which is critical practice for civic responsibility later in
ample opportunities to take part in a variety of rich, structured	life.
conversations—as part of a whole class, in small groups, and with a partner.	
Being productive members of these conversations requires that students	Speaking and listening standards do not stand alone; like all Language Arts
contribute accurate, relevant information; respond to and develop what	skills, they are interconnected. Early speaking and listening skills in primary
others have said; make comparisons and contrasts; and analyze and	grades are foundational to close reading skills in later grades, and throughout
synthesize a multitude of ideas in various domains.	school and life the ability to understand, analyze, and evaluate others' words
New technologies have broadened and expanded the role that speaking and	helps everyone develop a richer and deeper awareness of human motivation
listening play in acquiring and sharing knowledge and have tightened their	and purpose.
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 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. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas 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. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, 	 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.
demonstrating command of formal English when indicated or appropriate.	
Speaking and Listening: Comprehension and Collaboration	SPEAKING AND LISTENING: Comprehension and Collaboration Standard SL.1:
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.	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	Ask questions to check understanding of information presented, stay on topic,	
topic, and link their comments to the remarks of others.	and link their comments to the remarks of others.	
CCSS.ELA-LITERACY.SL.3.1.D	SL.1.3.d	
Explain their own ideas and understanding in light of the discussion.	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 appr	copriate 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	Standard SL.2:	
formats, including visually, quantitatively, and orally.	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	SL.2.3.a	
Determine the main ideas and supporting details of a text read aloud or	Determine the main ideas and supporting details of a text read aloud or	
information presented in diverse media and formats, including visually,	information presented in diverse media and formats.	
quantitatively, and orally.		
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 n	nedia and formats, including visually, quantitatively, and orally.	
3.RLi3		
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	Standard SL.2 (<u>Repeated Anchor Standard</u>):	
rhetoric.	Integrate and evaluate information presented in diverse media and	
	formats, including point of view, reasoning, and use of evidence and	
CCSS.ELA-LITERACY.SL.3.3	rhetoric. SL.2.3.b	
Ask and answer questions about information from a speaker, offering	Ask and answer questions about information from a speaker, offering	
appropriate elaboration and detail.	appropriate elaboration and detail.	
3.RI.k4	appropriate bracoration and dotain	
Ask and answer questions about information from a speaker, offering appropriat	e 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	Standard SL.3:	
can follow the line of reasoning and the organization, development, and		
style are appropriate to task, purpose, and audience.		

	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	SL.3.3.a
Report on a topic or text, tell a story, or recount an experience with	Report on a topic or text, tell a story, or recount an experience with appropriate
appropriate facts and relevant, descriptive details, speaking clearly at an	facts and relevant, descriptive details, speaking clearly at an understandable
understandable pace.	pace.
3.WA.3	
Report on a topic, story or claim using a logical sequence of ideas, appropriate fa	acts, and relevant and descriptive details.
3.WP.m2	
Elaborate on each fact or opinion given in support of a claim with relevant detail	
5. Make strategic use of digital media and visual displays of data to express	Standard SL.3: (<u>Repeated Anchor Standard</u>)
information and enhance understanding of presentations.	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	SL.3.3.b
Create engaging audio recordings of stories or poems that demonstrate fluid	Create audio/video recordings of stories or poems that demonstrate fluid
reading at an understandable pace; add visual displays when appropriate to	reading at an understandable pace; add visual displays when appropriate to
emphasize or enhance certain facts or details.	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,	Standard SL.4:
demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts, audiences, and communicative
	tasks.
CCSS.ELA-LITERACY.SL.3.6	SL.4.3
Speak in complete sentences when appropriate to task and situation in order	Speak in complete sentences when appropriate to task and situation in order to
to provide requested detail or clarification. (See grade 3 Language standards	provide requested detail or clarification.
1 and 3 here for specific expectations.)	
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	LANGUAGE PREAMBLE
The K–5 standards on the following pages define what students should	Throughout the developmental continuum in English Language Arts/Literacy
understand and be able to do by the end of each grade. They correspond to	and across all content areas, language is the core of understanding and
the College and Career Readiness (CCR) anchor standards below by number.	comprehension. Context is key. Human understanding is founded in
The CCR and grade-specific standards are necessary complements—the	communication and language, and organic experiences are the most effective
former providing broad standards, the latter providing additional specificity—	means of learning language skills. While the language standards are presented
that together define the skills and understandings that all students must	separately from reading, writing, speaking, and listening, they are best utilized
demonstrate.	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	Language Anchor Standards Conventions of Standard English
	1. Demonstrate command of the conventions of standard English grammar	Standard L.1:
	and usage when writing or speaking.	Demonstrate command of the conventions of Standard English grammar and
	2. Demonstrate command of the conventions of standard English	usage when writing or speaking.
	capitalization, punctuation, and spelling when writing.	Standard L.2:
		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	Knowledge of Language	punctuation, and spenning when writing.
	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to	Knowledge of Language
	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 in writing
	Vocabulary Acquisition and Use	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	Vocabulary Acquisition and Use
	consulting general and specialized reference materials, as appropriate.	Standard L.4:
		Use context clues, analyze meaningful word parts, and consult general and
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	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-	Standard L.5:
	specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate	Demonstrate understanding of figurative language, word relationships, and
	independence in gathering vocabulary knowledge when encountering an	nuances in word meanings sufficient for reading, writing, speaking, and
	unknown term important to comprehension or expression.	listening.
L		

	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	Standard L.1:			
and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar			
	and usage when writing or speaking.			
CCSS.ELA-LITERACY.L.3.1.A	L.1.3.a			
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in			
general and their functions in particular sentences.	general and their functions in particular sentences.			
CCSS.ELA-LITERACY.L.3.1.B	L.1.3.b			
Form and use regular and irregular plural nouns.	Form and use regular and irregular plural nouns.			
CCSS.ELA-LITERACY.L.3.1.C	L.1.3.c			
Use abstract nouns (e.g., childhood).	Use abstract nouns (e.g., childhood).			
CCSS.ELA-LITERACY.L.3.1.D	L.1.3.d			
Form and use regular and irregular verbs.	Form and use regular and irregular verbs.			
CCSS.ELA-LITERACY.L.3.1.E	L.1.3.e			
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.			
CCSS.ELA-LITERACY.L.3.1.F	L.1.3.f			
Ensure subject-verb and pronoun-antecedent agreement.	Ensure subject-verb and pronoun-antecedent agreement.			
CCSS.ELA-LITERACY.L.3.1.G	L.1.3.g			
Form and use comparative and superlative adjectives and adverbs and choose	Form and use comparative and superlative adjectives and adverbs and choose			
between them depending on what is to be modified.	between them depending on what is to be modified.			
CCSS.ELA-LITERACY.L.3.1.H	L.1.3.h			
Use coordinating and subordinating conjunctions.	Use coordinating and subordinating conjunctions.			
CCSS.ELA-LITERACY.L.3.1.I	L.1.3.i			
Produce simple, compound, and complex sentences.	Produce simple, compound, and complex sentences.			
3.WA.4				
Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tens	es), 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	Standard L.2:			
capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English			
	capitalization, punctuation, and spelling when writing.			

Capitalize appropriate words in titles.Capitalize appropriate words in titles.CCSS.ELA-UTERACY.L3.2.B.L2.3.B.Use commas in addresses.Use commas in addresses.CCSS.ELA-UTERACY.L3.2.CL2.3.G.Use commas and quotation marks in dialogue.Use commas and quotation marks in dialogue.CCSS.ELA-UTERACY.L3.2.D.L2.3.G.CCSS.ELA-UTERACY.L3.2.D.L2.3.G.Form and use possessives.Form and use possessives.CCSS.ELA-UTERACY.L3.2.E.Use commas and quotation marks in dialogue.Use sommas and generalization set (e.g., sitting, smiled, cries, happines).L2.3.G.Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.CCSS.ELA-UTERACY.L3.2.G.L2.3.g.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.SWA.8Capitalize words in biolidays, product names, geographic names, and appendix names, words in a title.SWA.10Use commas accurately in addresses or dialogue within writing.SWA.10Stander Genere families, syllable patterns, ending rules, in writing high frequency and or previous yleamed words.SWA.10Stander Genere families, syllable patterns, ending rules) in writing high frequency and or previous yleamed words.SWA.10Stander Genere families, syllable patterns, ending rules) in writing high frequency and or previous yleamed words.SWA.11Stander G	CCSS.ELA-LITERACY.L.3.2.A	L.2.3.a	
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Choose words and phrases for effect. Choose words and phrases for effect.	reading, or listening.	reading, or listening.	
	CCSS.ELA-LITERACY.L.3.3.A		
	Choose words and phrases for effect.	Choose words and phrases for effect.	
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Recognize and observe differences between the conventions of spoken and	Recognize and observe differences between the conventions of spoken and
written standard English.	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 3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to 3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the sa 3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.	a known word.
5. Demonstrate understanding of figurative language, word relationships,	Standard L.5:
and nuances in word meanings.	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	L.5.3.a
Distinguish the literal and nonliteral meanings of words and phrases in	Distinguish the literal and nonliteral meanings of words and phrases in context
context (e.g., take steps).	(e.g., take steps).
CCSS.ELA-LITERACY.L.3.5.B	L.5.3.b
Identify real-life connections between words and their use (e.g., describe	Identify real-life connections between words and their use (e.g., describe
,	people who are friendly or helpful).
people who are friendly or helpful). CCSS.ELA-LITERACY.L.3.5.C	L.5.3.b
Distinguish shades of meaning among related words that describe states of	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard,
mind or degrees of certainty (e.g., knew, believed, suspected, heard,	wondered).
wondered).	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 s	necific
6. Acquire and use accurately a range of general academic and domain-	Standard L.6:
specific words and phrases sufficient for reading, writing, speaking, and	Acquire and use accurately a range of general academic and domain-
listening at the college and career readiness level: demonstrate	specific words and phrases sufficient for reading, writing, speaking, and
listening at the college and career readiness level; demonstrate	specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge
independence in gathering vocabulary knowledge when encountering an	listening; demonstrate independence in gathering vocabulary knowledge
independence in gathering vocabulary knowledge when encountering an	listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or
independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCSS.ELA-LITERACY.L.3.6	listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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	listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.6.3.a
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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 multimedia 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 readertask 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)
- 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	
2. Demonstrate understanding of spoken words, syllables, and sounds	Phonological Awareness
(phonemes).	Standard R2:
(phonemes).	Demonstrate understanding of words, syllables, and sounds (phonemes).
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding	Phonics and Word Recognition
words.	Standard R3:
worus.	Know and apply grade-level phonics and word analysis skills in decoding
Fluence	words.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	Key Ideas and Details
	Standard R4:
Reading Anchor Standards	Read various texts closely to determine what each text explicitly says and to
Key Ideas and Details	make logical inferences; cite specific textual evidence to support conclusions
1. Read closely to determine what the text says explicitly and to make logical	drawn from the texts.
inferences from it; cite specific textual evidence when writing or speaking to	Standard D5.
support conclusions drawn from the text.	Standard R5:
	Provide an accurate summary of various texts; determine the central idea(s) or theme (a) and analyze its development throughout each text.
2. Determine central ideas or themes of a text and analyze their development;	theme(s) and analyze its development throughout each text.
summarize the key supporting details and ideas.	Standard R6:
	Analyze how and why individuals, events, and ideas develop and interact over
3. Analyze how and why individuals, events, and ideas develop and interact	the course of a text.
over the course of a text.	
	Craft and Structure
Craft and Structure	Standard R7:
4. Interpret words and phrases as they are used in a text, including	Interpret words and phrases as they are used in various texts, including
determining technical, connotative, and figurative meanings, and analyze how	determining technical, connotative, and figurative meanings, and analyze how
specific word choices shape meaning or tone.	specific word choices shape meaning or tone.
	Standard R8:

5. Analyze the structure of texts, including how specific sentences,	Analyze the structure of various texts, including how the features and
paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or	components relate to each other and the whole.
stanza) relate to each other and the whole.	
	Standard R9:
6. Assess how point of view or purpose shapes the content and style of a text.	Assess how perspective or purpose shapes the content and style of various
	texts.
Integration of Knowledge and Ideas	Internetion of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats,	Integration of Knowledge and Ideas Standard R10:
including visually and quantitatively, as well as in words.*	Evaluate the argument and specific claims in various texts.
	Evaluate the argument and specific claims in various texts.
8. Delineate and evaluate the argument and specific claims in a text, including	Standard R11:
the validity of the reasoning as well as the relevance and sufficiency of the	Analyze and evaluate content presented in various texts (e.g. literary, historical,
evidence.	visual, artistic, quantitative, and technological).
9. Analyze how two or more texts address similar themes or topics in order to	Fluency
build knowledge or to compare the approaches the authors take.	Standard R12:
	Read with sufficient accuracy and fluency to support comprehension
Range of Reading and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts	
independently and proficiently	
READING: FOUNDATIONAL SKILLS Print Concepts	READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS
1. Demonstrate understanding of the organization and basic features of	Standard R.1
print.	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
	 access district resources to help students move toward proficiency.
	5. access district resources to help students move toward proficiency.
Reading: FOUNDATIONAL SKILLS	READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL
Phonological Awareness	AWARENESS
2. Demonstrate understanding of spoken words, syllables, and sounds	Standard R.2:
(phonemes).	Demonstrate understanding of words, syllables, and sounds (phonemes).
(phonemes).	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: assess where students are, determine what they need to learn to master the skills appropriate to their grade level or grade span, and access district resources to help students move toward proficiency.
Reading: Foundational Skills	READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD
Phonics and Word Recognition	RECOGNITION
3. Know and apply grade-level phonics and word analysis skills in decoding	Standard R.3:
words.	Know and apply grade-level phonics and word analysis skills when decoding words.
CCSS.ELA-LITERACY.RF.4.3.A	R.3.4.a
Use combined knowledge of all letter-sound correspondences, syllabication	Use combined knowledge of all letter-sound correspondences, syllabication
patterns, and morphology (e.g., roots and affixes) to read accurately	patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar
unfamiliar multisyllabic words in context and out of context. 4.RWL.g1	multisyllabic words in context and out of context.
 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	R.12.4.a
Read grade-level text with purpose and understanding.	R.12.4.a Read various on-level text with purpose and understand.
Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.4.4.B	R.12.4.a Read various on-level text with purpose and understand. R.12.4.b
Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and	R.12.4.a Read various on-level text with purpose and understand.
Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.4.4.B	R.12.4.aRead various on-level text with purpose and understand.R.12.4.bRead various on-level text with accuracy, appropriate rate, and expression on
Read grade-level text with purpose and understanding.CCSS.ELA-LITERACY.RF.4.4.BRead grade-level prose and poetry orally with accuracy, appropriate rate, andexpression on successive readings.CCSS.ELA-LITERACY.RF.4.4.C	R.12.4.aRead various on-level text with purpose and understand.R.12.4.bRead various on-level text with accuracy, appropriate rate, and expression on successive readings.
Read grade-level text with purpose and understanding.CCSS.ELA-LITERACY.RF.4.4.BRead grade-level prose and poetry orally with accuracy, appropriate rate, andexpression on successive readings.	 R.12.4.a Read various on-level text with purpose and understand. R.12.4.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings. R.12.4.c
Read grade-level text with purpose and understanding.CCSS.ELA-LITERACY.RF.4.4.BRead grade-level prose and poetry orally with accuracy, appropriate rate, andexpression on successive readings.CCSS.ELA-LITERACY.RF.4.4.CUse context to confirm or self-correct word recognition and understanding,	 R.12.4.a Read various on-level text with purpose and understand. R.12.4.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings. R.12.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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 1. Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. Kandard 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.RL4.1 CCSS.LLA-LITERACY.RL4.1 R.4.4 Refer to details and examples in a text when explaining what the text. Refer to details and examples in a text when explaining what the text. Literature 4.RL.i1 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 4.RL.i2 Refer to details and examples in a text when explaining what the text says explicitly. Literature 4.RL.11 Literature 4.RL.11 N.1.1 Refer to 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.RL.12 A.RL11 Refer to details and examples in a text when explaining what the text says explicitly. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 2. Determine central ideas. CSS.ELA-LITERACY.RL4.2	READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
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development; summarize the key supporting details and ideas.development; summarize the key supporting details and ideas.idea(s) or theme(s)-and analyze its development; throughout each text.CCSS.ELA-LITERACY.RL.4.2R.5.4.a			
supporting details and ideas. supporting details and ideas. CCSS.ELA-LITERACY.RL.4.2 R.5.4.a			•
CCSS.ELA-LITERACY.RL.4.2 R.5.4.a			
			R.5.4.a
Determine a theme of a story, drama, Summarize texts, including details about who, what, when, where, how, and	Determine a theme of a story, drama,		Summarize texts, including details about who, what, when, where, how, and
	or poem from details in the text;		
	summarize the text.		
CCSS.ELA-LITERACY.RI.4.2 R.5.4.b		CCSS.FLA-LITERACY RI 4 2	R.5.4.b
Determine the main idea of a text Summarize texts, including how the key details support the central idea.			
and explain how it is supported by			
key details; summarize the text.		,	
	Literature		
Use evidence from the text to summarize a story, poem or drama.	4.RL.i3		

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, 3. Analyze how and why individuals, Standard R.6:	
events, and ideas develop and events, and ideas develop and Analyze how and why individuals, events, and ideas develop	and interact
interact over the course of a text. interact over the course of a text over the course of a text.	
CCSS.ELA-LITERACY.RL.4.3 R.6.4.a	
Describe in depth a character, setting, Describe characters in a story (e.g., their traits, motivations, or fe	eelings) and
or event in a story or drama, drawing explain how their actions contribute to the sequence of events, d	
on specific details in the text (e.g., a specific details in the text.	J
character's thoughts, words, or	
actions).	
CCSS.ELA-LITERACY.RI.4.3 R.6.4.b	
Explain events, procedures, ideas, or Explain the relationships or interactions between two or more in	dividuals
concepts in a historical, scientific, or events, ideas, or concepts, explicitly referring to specific information	
technical text, including what	
happened and why, based on specific	
information in 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, so	etting and
conflicts).	etting and
4.RL.11	
Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	
4.RL.12	
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 4. Interpret words and phrases as Standard R.7:	
they are used in a text, including they are used in a text, including Interpret words and phrases as they are used in various texts	
determining technical, connotative, determining technical, connotative, determining technical, connotative, and figurative meanings,	, and analyze
and figurative meanings, and analyze and figurative meanings, and analyze how specific word choices shape meaning or tone.	
how specific word choices shape how specific word choices shape	
meaning or tone. meaning or tone.	

4.RL.j2		
Literature		
	information in a text or part of a text.	
	cause/effect, problem/solution) of events, ideas, concepts, or	overan sudeture.
	chronology, comparison,	problem/solution) of a text and explain how the text features help support the overall structure.
	CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g.,	K.8.4.0 Identify the overall structure (e.g., chronology, comparison, cause/effect,
about a text.		R.8.4.b
directions) when writing or speaking		
settings, descriptions, dialogue, stage		
drama (e.g., casts of characters,		
(e.g., verse, rhythm, meter) and		
to the structural elements of poems		togenier to provide meaning to the text as a whole.
Explain major differences between poems, drama, and prose, and refer		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.RL.4.5		R.8.4.a Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work
and the whole.	and the whole.	
scene, or stanza) relate to each other	scene, or stanza) relate to each other	
the text (e.g., a section, chapter,	the text (e.g., a section, chapter,	
paragraphs, and larger portions of	paragraphs, and larger portions of	components relate to each other and the whole.
including how specific sentences,	including how specific sentences,	Analyze the structure of various texts, including how the features and
5. Analyze the structure of texts,	5. Analyze the structure of texts,	ses in a text relevant to a grade 4 topic or subject area. Standard R.8:
4.RWL.j2	mic and domain analific such as to the	and in a taxt relevant to a grade 4 tania or subject area
Informational		
Determine the meaning of general acade	emic and domain-specific words and phra	uses in a text relevant to a grade 4 topic or subject area.
4.RWL.j2		
Literature		
	or phrases in a text relevant to a grade 4 topic or subject area.	
	academic and domain-specific words	and phrases.
	Determine the meaning of general	Draw on a variety of strategies to determine meaning of domain-specific words
	CCSS.ELA-LITERACY.RI.4.4	R.7.4.b
mythology (e.g., Herculean).		
significant characters found in		
phrases as they are used in a text, including those that allude to		
Determine the meaning of words and		Determine the meaning of words and phrases including figurative language as they are used in a text.
		Determine the meaning of words and physics including transferred longuage as

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	6. Assess how point of view or	Standard R.9:		
purpose shapes the content and	purpose shapes the content and	Assess how perspective or purpose shapes the content and style of a text.		
style of a text.	style of a text.			
CCSS.ELA-LITERACY.RL.4.6		R.9.4.a		
Compare and contrast the point of		Compare and contrast the point of view from which different texts are		
view from which different stories are		narrated, including the difference between first- and third-person narrations.		
narrated, including the difference				
between first- and third-person				
narrations.				
	CCSS.ELA-LITERACY.RI.4.6 R.9.4.b			
	Compare and contrast a firsthand and Compare and contrast primary and secondary sources of the same event or			
	secondhand account of the same	topic; describe the differences in perspective based on information in the texts.		
	event or topic; describe the			
	differences in focus and the			
	information provided.			
Literature				
4.RL.m1				
Determine the author's point of view (fir	rst- or third- person).			
4.RL.m2				
· · · · ·	different stories are narrated, including th	e difference between first- and third-person narrations.		
Informational				
4.RI.k1				
Determine if information in a text is firs	thand or secondhand.			
4.RI.k2				
Compare and contrast a firsthand and se	condhand account of the same event or to	opic.		

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 var historical, visual, artistic, quantitative, technol R.11.4.aCCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or7. 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 var historical, visual, artistic, quantitative, technol Compare and contrast between texts and other m influences the meaning and author's intent.	logical).	
formats, including visually and quantitatively, as well as in words.formats, including visually and quantitatively, as well as in words.historical, visual, artistic, quantitative, technol and a visual, artistic, quantitative, technol a story or drama and a visual orformats, including visually and quantitatively, as well as in words.historical, visual, artistic, quantitative, technol and a visual, artistic, quantitative, technol a story or drama and a visual or	logical).	
quantitatively, as well as in words.quantitatively, as well as in words.CCSS.ELA-LITERACY.RL.4.7R.11.4.aMake connections between the text of a story or drama and a visual orCOMPARE AND		
CCSS.ELA-LITERACY.RL.4.7R.11.4.aMake connections between the text of a story or drama and a visual orCompare and contrast between texts and other m influences the meaning and author's intent.	ultimedia versions and how it	
Make connections between the text of a story or drama and a visual orCompare and contrast between texts and other m influences the meaning and author's intent.	ultimedia versions and how it	
of a story or drama and a visual or influences the meaning and author's intent.	ultimedia versions and how it	
oral presentation of the text, R.11.4.b		
identifying where each version Compare and contrast similar themes, topics, and	l patterns of events in texts.	
reflects specific descriptions and		
directions in the text.		
CCSS.ELA-LITERACY.RI.4.7 R.11.4.c		
Interpret information presented Interpret information presented in diverse forms	•	
visually, orally, or quantitatively (e.g., information contributes to an understanding of an	n idea or topic.	
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.		
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		
Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer. 4 PL m^4		
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 app 4.RI.11	bears.	
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interac and explain how the information contributes to an understanding of the text in which it appears.	tive elements on Web pages)	
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	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the	Standard R.10: Evaluate the argument and specific claims in various texts.
reasoning as well as the relevance	reasoning as well as the relevance	
and sufficiency of the evidence.	and sufficiency of the evidence.	
CCSS.ELA-LITERACY.RL.4.8	CCSS.ELA-LITERACY.RI.4.8	R.10.4
(RL.4.8 not applicable to literature)	Explain how an author uses reasons	Explain how an author or character uses reasons and evidence to support a
	and evidence to support particular	claim in a text, identifying which reasons and evidence support the claim(s).
	points in a text.	
Literature		
Not applicable		
Informational		
4.RI.k3		
•	thors use reasons and evidence to support	the same topics across texts.
4.RI.k5 Identify reasons that the author uses to a	support ideas in an informational text	
4.RI.n1	support ideas in an informational text.	
Identify facts that an author uses to sup	port a specific point or opinion.	
9. Analyze how two or more texts	9. Analyze how two or more texts	Standard R.11: (Repeated Anchor Standard)
address similar themes or topics in	address similar themes or topics in	Analyze and evaluate content presented in various texts (e.g. literary,
address similar themes or topics in order to build knowledge or to	address similar themes or topics in order to build knowledge or to	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
order to build knowledge or to	address similar themes or topics in order to build knowledge or to compare the approaches the authors	
	order to build knowledge or to	
order to build knowledge or to compare the approaches the authors	order to build knowledge or to compare the approaches the authors	
order to build knowledge or to compare the approaches the authors take.	order to build knowledge or to compare the approaches the authors	historical, visual, artistic, quantitative, technological). R.11.4.a Compare and contrast between texts and other multimedia versions and how it
order to build knowledge or to compare the approaches the authors take. CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g.,	order to build knowledge or to compare the approaches the authors	historical, visual, artistic, quantitative, technological). R.11.4.a Compare and contrast between texts and other multimedia versions and how it influences the meaning and author's intent.
order to build knowledge or to compare the approaches the authors take. CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and	order to build knowledge or to compare the approaches the authors	 historical, visual, artistic, quantitative, technological). 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
order to build knowledge or to compare the approaches the authors take. 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	order to build knowledge or to compare the approaches the authors	 historical, visual, artistic, quantitative, technological). R.11.4.a Compare and contrast between texts and other multimedia versions and how it influences the meaning and author's intent.
order to build knowledge or to compare the approaches the authors take. 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	order to build knowledge or to compare the approaches the authors	 historical, visual, artistic, quantitative, technological). 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
order to build knowledge or to compare the approaches the authors take. 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	order to build knowledge or to compare the approaches the authors take.	historical, visual, artistic, quantitative, technological). 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.
order to build knowledge or to compare the approaches the authors take. 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	order to build knowledge or to compare the approaches the authors take.	historical, visual, artistic, quantitative, technological). 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. R.11.4.c
order to build knowledge or to compare the approaches the authors take. 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	order to build knowledge or to compare the approaches the authors take.	 historical, visual, artistic, quantitative, technological). 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. R.11.4.c Interpret information presented in diverse forms and explain how the
order to build knowledge or to compare the approaches the authors take. 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	order to build knowledge or to compare the approaches the authors take.	 historical, visual, artistic, quantitative, technological). 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. R.11.4.c
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order to build knowledge or to compare the approaches the authors take. 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.	order to build knowledge or to compare the approaches the authors take.	 historical, visual, artistic, quantitative, technological). 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. R.11.4.c Interpret information presented in diverse forms and explain how the
order to build knowledge or to compare the approaches the authors take. 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	order to build knowledge or to compare the approaches the authors take.	 historical, visual, artistic, quantitative, technological). 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. R.11.4.c Interpret information presented in diverse forms and explain how the

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	Range of Reading and Level of Text	Range and Complexity in Introduction*
Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently CCSS.ELA-LITERACY.RL.4.10 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.	Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently CCSS.ELA-LITERACY.RI.4.10 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.	 *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 multimedia 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 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 readertask 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

Introduction

WRITING PREAMBLE

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 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)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

 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing 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	Standard W.3: (Addresses all types of writing)
texts, using valid reasoning and relevant and sufficient evidence.	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	W.3.3.a Use a combination of illustrations and writing to produce pieces with
organizational structure in which related ideas are grouped to support the	introductions and bodies including details and conclusions.
writer's purpose.	W 2.21
CCSS.ELA-LITERACY.W.4.1.B	W.3.3.b
Provide reasons that are supported by facts and details.	Develop the topic with relevant supporting details.
CCSS.ELA-LITERACY.W.4.1.C	W.3.3.c
Link opinion and reasons using words and phrases (e.g., for instance, in order	Use developmentally appropriate linking words and phrases.
to, in addition).	
	W.3.3.d
	Use precise vocabulary/word choice.
CCSS.ELA-LITERACY.W.4.1.D	W.3.3.e
Provide a concluding statement or section related to the opinion presented.	Provide a sense of closure that is related to the ideas presented.
2. Write informative/explanatory texts to examine and convey complex	Repeated
ideas and information clearly and accurately through the effective selection,	Standard W.3: (Addresses all types of writing)
organization, and analysis of content.	Routinely produce a variety of clear and coherent writing in which the
	development, organization, and style are appropriate to task, audience, and purpose.
L CCSS FLA-LITERACY W 4.2 A	Repeated
CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and	Repeated W.3.4.a
Introduce a topic clearly and group related information in paragraphs and	Repeated W.3.4.a Produce writing to communicate clearly and to organize increasingly complex
	W.3.4.a
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia	W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated
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.	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B	W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated
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. CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b Develop the topic with relevant supporting details. Repeated
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. 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.	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b Develop the topic with relevant supporting details. Repeated W.3.4.c
 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. 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. CCSS.ELA-LITERACY.W.4.2.C 	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b Develop the topic with relevant supporting details. Repeated W.3.4.c Use developmentally appropriate linking words and phrases with increasing
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. 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. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g.,	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b Develop the topic with relevant supporting details. Repeated W.3.4.c
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. 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. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g.,	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b Develop the topic with relevant supporting details. Repeated W.3.4.c Use developmentally appropriate linking words and phrases with increasing complexity. Repeated
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. 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. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b Develop the topic with relevant supporting details. Repeated W.3.4.c Use developmentally appropriate linking words and phrases with increasing complexity. Repeated W.3.4.d
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. 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. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). CCSS.ELA-LITERACY.W.4.2.D	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b Develop the topic with relevant supporting details. Repeated W.3.4.c Use developmentally appropriate linking words and phrases with increasing complexity. Repeated W.3.4.d Use precise vocabulary/word choice.
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. 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. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b Develop the topic with relevant supporting details. Repeated W.3.4.c Use developmentally appropriate linking words and phrases with increasing complexity. Repeated W.3.4.d Use precise vocabulary/word choice. Repeated
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. 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. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	 W.3.4.a Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions. Repeated W.3.4.b Develop the topic with relevant supporting details. Repeated W.3.4.c Use developmentally appropriate linking words and phrases with increasing complexity. Repeated W.3.4.d Use precise vocabulary/word choice.

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.11 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.13 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).		

4.WI.n2	
4. w1.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 narrate	or 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.11	
Use a variety of transitional words and phrases to manage the sequence of events	S.
4.WL.k2	
Use concrete words and phrases and sensory details to convey experiences and events.	
4.WL.ml	
Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	
Production and Distribution of Writing 4. Produce clear and coherent writing in which the development,	WRITING: Process and Production Standard W.2:
	Develop, strengthen, and produce polished writing by using a
organization, and style are appropriate to task, purpose, and audience.	collaborative process that includes the age-appropriate use of technology.
CCSS.ELA-LITERACY.W.4.4	condocrative process that metades the dge appropriate use of teemotogy.
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 tas	sk, 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,	W.2.4.a
rewriting, or trying a new approach.	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.11		
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.16		
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 me 6. Use technology, including the Internet, to produce and publish writing	W.2.4.b	
and to interact and collaborate with others.	W.2.4.0 With some guidance and support from adults, use technology to produce	
and to interact and conaborate with others.	writing, as well as to interact and collaborate with others.	
CCSS.ELA-LITERACY.W.4.6	W.2.4.c	
With some guidance and support from adults, use technology, including the	Demonstrate sufficient command of keyboarding skills to produce sustained	
Internet, to produce and publish writing as well as to interact and collaborate	writing of increasing length.	
with others; demonstrate sufficient command of keyboarding skills to type a		
minimum of one page in a single sitting.		
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)		
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	Standard W.1:	
focused questions, demonstrating understanding of the subject under	Use an inquiry process to gather relevant, credible information/evidence	
investigation.	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	W.1.4.a	
Conduct short research projects that build knowledge through investigation	Investigate questions by participating in research that builds varied knowledge	
of different aspects of a topic.	about a topic.	
4.WI.15		
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,	W.1.4.b	
assess the credibility and accuracy of each source, and integrate the	Gather relevant information from a variety of sources and/or recall information	
information while avoiding plagiarism.	from experiences in order to answer questions.	
CCSS.ELA-LITERACY.W.4.8	W.1.4.c	
Recall relevant information from experiences or gather relevant information	Take notes on sources and sort information into provided categories.	
from print and digital sources; take notes and categorize information and		
provide a list of sources.		
	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	xt 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	o 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		
Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. 4.WI.12		
4. w1.12 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.		
4.WI.14	<i>c,, c,</i>	
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,	* Writing is a lifelong, essential tool for communication. In order to prepare	
reflection, and revision) and shorter time frames (a single sitting or a day or	students for varied and evolving writing tasks, students should write routinely,	
two) for a range of tasks, purposes, and audiences.	in both long- and short-time frames, as a means of building writing stamina.	
CCSS.ELA-LITERACY.W.4.10	Moreover, students should write in a breadth of modes and forms across all	
Write routinely over extended time frames (time for research, reflection, and	disciplines.	
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	SPEAKING AND LISTENTING PREAMBLE
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.	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.
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 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 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. 	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.
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 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 onbanco understanding of presentations. 	 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.
 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: Comprehension and Collaboration 	SPEAKING AND LISTENING: Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and	Standard SL.1:	
collaborations with diverse partners, building on others' ideas and	Prepare for and participate in conversations across a range of topics,	
expressing their own clearly and persuasively.	types, and forums, building on others' ideas and expressing their own.	
CCSS.ELA-LITERACY.SL.4.1	SL.1.4	
Engage effectively in a range of collaborative discussions (one-on-one, in	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,	groups, and teacher-led) with diverse partners on grade 4 topics and texts,	
building on others' ideas and expressing their own clearly.	building on others' ideas and expressing their own clearly.	
CCSS.ELA-LITERACY.SL.4.1.A	SL.1.4.a	
Come to discussions prepared, having read, or studied required material;	Come to discussions prepared, having read or studied required material;	
explicitly draw on that preparation and other information known about the	explicitly draw on that preparation and other information known about the	
topic to explore ideas under discussion.	topic to explore ideas under discussion.	
CCSS.ELA-LITERACY.SL.4.1.B	SL.1.4.b	
Follow agreed-upon rules for discussions and carry out assigned roles.	Follow agreed-upon rules for discussions and carry out assigned roles.	
CCSS.ELA-LITERACY.SL.4.1.C	SL.1.4.c	
Pose and respond to specific questions to clarify or follow up on information	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	and make comments that contribute to the discussion and link to the remarks	
of others.	of others.	
CCSS.ELA-LITERACY.SL.4.1.D	SL.1.4.d	
Review the key ideas expressed and explain their own ideas and	Review the key ideas expressed and explain their own ideas and understanding	
understanding in light of the discussion.	in light of the discussion.	
4.HD.i1		
Provide evidence of being prepared for discussions on a topic or text through ap	propriate statements made during discussion.	
4.HD.i2	1	
Ask questions to check understanding of information presented in collaborative	discussions.	
4.HD.i3 Make appropriate comments that contribute to a collaborative discussion		
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	Standard SL.2:	
formats, including visually, quantitatively, and orally.	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	SL.2.4.a	
Paraphrase portions of a text read aloud or information presented in diverse	Paraphrase portions of a text read aloud or information presented in diverse	
media and formats, including visually, quantitatively, and orally.	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.k3Identify 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).	

Language Strand

understand and be able to do by the end of each grade. They correspond to 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 CR 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 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 Anchor Standards Conventions of Standard English 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Apply knowledge of Language 3. Apply knowledge of language to understand how language functions in style, and to 3. Apply knowledge of language to understand how language functions in style,	Language – Strand #4 Common Core State Standards	Language – Strand #1 in 2020 Maine Learning Results
understand and be able to do by the end of each grade. They correspond to 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 CRE 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'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 Anchor Standards Language Anchor Standards gene to speaking, and max contain multiple concepts, at diffic and understand for grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). Language Anchor Standards Language Anchor Standard English 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Standard	College and Career Readiness Anchor Standards for Language	
Language Anchor Standards Conventions of Standard EnglishLanguage Anchor Standards Conventions of Standard English1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.Language Anchor Standards Conventions of Standard English Standard L.1: 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 usage when writing or speaking.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 toStandard L.3: Standard L.3:	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	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
comprehend more fully when reading or listening.Apply knowledge of language to understand how language fun different contexts, to make effective choices for meaning or sty	 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language 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. 	 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

 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. 	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	Standard L.1:
and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	and iisage when writing or sneaking.
CCSS.ELA-LITERACY.L.4.1.A	L.1.4.a
Use relative pronouns (who, whose, whom, which, that) and relative adverbs	L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs
Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).
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	L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs
Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CCSS.ELA-LITERACY.L.4.1.B	L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be</i>
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.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be</i> <i>walking</i>) verb tenses.
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. CCSS.ELA-LITERACY.L.4.1.C	L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be</i> <i>walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d
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. CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	 L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., <i>a</i>
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. CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions. CCSS.ELA-LITERACY.L.4.1.D	 L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
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. CCSS.ELA-LITERACY.L.4.1.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	 L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.1.4.e
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. CCSS.ELA-LITERACY.L.4.1.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.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.1.4.e Form and use prepositional phrases.
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. CCSS.ELA-LITERACY.L.4.1.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). CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases. CCSS.ELA-LITERACY.L.4.1.F	 L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.1.4.e Form and use prepositional phrases. L.1.4.f
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. CCSS.ELA-LITERACY.L.4.1.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). CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	 L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.1.4.e Form and use prepositional phrases. L.1.4.f Produce complete sentences, recognizing and correcting inappropriate
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. CCSS.ELA-LITERACY.L.4.1.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). CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases. CCSS.ELA-LITERACY.L.4.1.F	 L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.1.4.e Form and use prepositional phrases. L.1.4.f
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. CCSS.ELA-LITERACY.L.4.1.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). CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases. CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate	 L.1.4.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.1.4.e Form and use prepositional phrases. L.1.4.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.1.4.g
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. CCSS.ELA-LITERACY.L.4.1.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). CCSS.ELA-LITERACY.L.4.1.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.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.1.4.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.1.4.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.1.4.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.1.4.e Form and use prepositional phrases. L.1.4.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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	Standard L.2:
capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English
	capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.4.2.A	L.2.4.a
Use correct capitalization.	Use correct capitalization.
CCSS.ELA-LITERACY.L.4.2.B	L.2.4.b
Use commas and quotation marks to mark direct speech and quotations from	Use commas and quotation marks to mark direct speech and quotations from a
a text.	text.
CCSS.ELA-LITERACY.L.4.2.C	L.2.4.c
Use a comma before a coordinating conjunction in a compound sentence.	Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-LITERACY.L.4.2.D	L.2.4.d
Spell grade-appropriate words correctly, consulting references as needed.	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	Standard L.3:
different contexts, to make effective choices for meaning or style, and to	Apply knowledge of language to understand how language functions in
comprehend more fully when reading or listening.	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	L.3.4
Use knowledge of language and its conventions when writing, speaking,	Use knowledge of language and its conventions when writing, speaking,
reading, or listening.	reading, or listening.
CCSS.ELA-LITERACY.L.4.3.A	L.3.4.a
Choose words and phrases to convey ideas precisely.	Choose words and phrases to convey ideas precisely.
CCSS.ELA-LITERACY.L.4.3.B	L.3.4.b
Choose punctuation for effect.	Choose punctuation for effect.

CCSS.ELA-LITERACY.L.4.3.C	L.3.4.c
Differentiate between contexts that call for formal English (e.g., presenting	Differentiate between contexts that call for formal English (e.g., presenting
ideas) and situations where informal discourse is appropriate (e.g., small-	ideas) and situations where informal discourse is appropriate (e.g., small-group
group discussion).	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	Standard L.4:
words and phrases by using context clues, analyzing meaningful word parts,	Use context clues, analyze meaningful word parts, and consult general and
and consulting general and specialized reference materials, as appropriate.	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
Determine or clarify the meaning of unknown and multiple-meaning words	and phrases based on grade 4 reading and content, choosing flexibly from a
and phrases based on grade 4 reading and content, choosing flexibly from a	range of strategies.
range of strategies.	
CCSS.ELA-LITERACY.L.4.4.A	L.4.4.a
Use context (e.g., definitions, examples, or restatements in text) as a clue to	Use context (e.g., definitions, examples, or restatements in text) as a clue to the
the meaning of a word or phrase.	meaning of a word or phrase.
CCSS.ELA-LITERACY.L.4.4.B	L.4.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to	Use common, grade-appropriate Greek and Latin affixes and roots as clues to
the meaning of a word (e.g., telegraph, photograph, autograph).	the meaning of a word (e.g. telegraph, photograph autograph).
CCSS.ELA-LITERACY.L.4.4.C	L.4.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both
print and digital, to find the pronunciation and determine or clarify the	print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
precise meaning of key words and phrases.	meaning of key words and pillases.
4.RWL.i2	
Use context to determine the meaning of unknown or multiple meaning words, or 4.RWL.i3	or words snowing snades of meaning.
Use common grade-appropriate roots and affixes as clues to the meaning of a we	ord
4.RWL.i4	014.
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 us	ed in a text.
5. Demonstrate understanding of figurative language, word relationships,	Standard L.5:
and nuances in word meanings.	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	L.5.4.a
Explain the meaning of simple similes and metaphors (e.g., as pretty as a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a
picture) in context.	picture) in context.
CCSS.ELA-LITERACY.L.4.5.B	L.5.4.b
Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-LITERACY.L.4.5.C	L.5.4.c
Demonstrate understanding of words by relating them to their opposites	Demonstrate understanding of words by relating them to their opposites
(antonyms) and to words with similar but not identical meanings (synonyms).	(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.	Standard I. 6:
6. Acquire and use accurately a range of general academic and domain-	Standard L.6: Acquire and use accurately a range of general academic and domain-
6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and	Acquire and use accurately a range of general academic and domain-
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	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and
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	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
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	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and
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	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
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.	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. L.6.4.a Acquire and use accurately grade-appropriate general academic and domain-
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. CCSS.ELA-LITERACY.L.4.6	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. L.6.4.a Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions,
 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. CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain- 	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. 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
 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. 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, 	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. 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
 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. 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 	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. 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
 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. 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 	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. 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
 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. 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). 4.RWL.j1 Use general academic and domain specific words and phrases accurately.	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. 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
 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. 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). 4.RWL.j1 Use general academic and domain specific words and phrases accurately. 	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. 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).
 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. 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). 4.RWL.j1 Use general academic and domain specific words and phrases accurately.	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. 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).

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

opportunities for readers to see themselves with clarity, others with expected to meet each year's grade-specific standards and retain or further insight, and worlds of possibility; and develop skills and understandings mastered in preceding grades. texts in diverse forms, which may include words, images, objects, • sounds, and symbols that convey messages. Note on range and content of student reading Text complexity has three components: qualitative, quantitative, and reader-To build a foundation for college and career readiness, students must read task considerations. widely and deeply from among a broad range of high-quality, increasingly Qualitative refers to levels of meaning or purpose, text structures, • challenging literary and informational texts. Through extensive reading of language features, and knowledge demands. stories, dramas, poems, and myths from diverse cultures and different time Quantitative refers to word and sentence length, word frequency and • periods, students gain literary and cultural knowledge as well as familiarity difficulty, syllabication, and text cohesion. with various text structures and elements. By reading texts in history/social Reader-task considerations refer to cognitive capabilities, motivation, studies, science, and other disciplines, students build a foundation of knowledge, and experiences that are impacted by the reader's purpose, knowledge in these fields that will also give them the background to be better type of reading, and intended outcome(s).* readers in all content areas. Students can only gain this foundation when the How are the Reading Standards Structured? curriculum is intentionally and coherently structured to develop rich content The reading standards are designed progressively, using specificity, and knowledge within and across grades. Students also acquire the habits of scaffolding to engage all readers in pursuing skills and experiences that reading independently and closely, which are essential to their future success. 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 Demonstrate understanding of the organization and basic features of print. Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. 	12) 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.
 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Reading Anchor Standards Key Ideas and Details 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 	 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 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. 	 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:

Integration of Knowledge and leas Assess how perspective or purpose shapes the content and style of various 1 texts. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* Integration of Knowledge and Ideas 8. Delineate and evaluate the argument and specific claims in a text, including the valuate the argument and specific claims in a text, including the valuate the argument and specific claims in various texts. Standard R10: 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 R11: 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 R12: 10. Beed and comprehend complex literary and informational texts independently and proficiently. Read NRC FOUNDATIONAL SKILLS / PRINT CONCEPTS 11. Demonstrate understanding of the organization and basic features of print. Standard R1 12. Demonstrate understanding of the organization and basic features of print. Standard R1 13. access district resources to help students move toward proficiency. A determine what they need to learn to master the skills appropriate to print. 14. Stars Standard R12: Content they approaches the sources to help students move toward proficiency. 2. determine what they need to learn to master the skills appropriate to print. Standard R2:		-
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their grade level or grade span, and		
3. access district resources to help students move toward proficiency.		
		3. access district resources to help students move toward proficiency.

Reading: Foundational Skills		READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD
Phonics and Word Recognition		RECOGNITION
3. Know and apply grade-level phonics	and word analysis skills in decoding	Standard R.3:
words.		Know and apply grade-level phonics and word analysis skills when
		decoding words.
CCSS.ELA-LITERACY.RF.5.3.A		R.3.5
Use combined knowledge of all letter-s	ound correspondences, syllabication	Use combined knowledge of all letter-sound correspondences, syllabication
patterns, and morphology (e.g., roots a		patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar
unfamiliar multisyllabic words in conte	xt and out of context.	multisyllabic words in context and out of context.
5.RWL.b1		
) to decode unfamiliar multisyllabic word	
Reading: Foundational Skills		READING: Fluency
Fluency		
4. Read with sufficient accuracy and fl	uency to support comprehension.	Standard R.12:
		Read with sufficient accuracy and fluency to support comprehension
CCSS.ELA-LITERACY.RF.5.4.A		R.12.5.b
Read grade-level text with purpose and	l understanding.	Read with sufficient accuracy-and fluency to support comprehension.
CCSS.ELA-LITERACY.RF.5.4.B		R.12.5.a
Read grade-level prose and poetry oral	ly with accuracy, appropriate rate, and	Read various on-level texts with purpose and understanding.
expression on successive readings.		
CCSS.ELA-LITERACY.RF.5.4.C		R.12.5.c
Use context to confirm or self-correct v	word recognition and understanding,	Use context to confirm or self-correct word recognition and understanding,
rereading as necessary.		rereading as necessary.
5.RWL.a1		
Use context to confirm or self-correct w		
READING: LITERATURE	READING: INFORMATIONAL TEXT	Reading
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. Read closely to determine what	1. Read closely to determine what	Standard R.4:
the text says explicitly and to make	the text says explicitly and to make	Read various texts closely to determine what each text explicitly says and
logical inferences from it; cite	logical inferences from it; cite	to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
specific textual evidence when	specific textual evidence when	conclusions drawn from the text.
writing or speaking to support	writing or speaking to support	
conclusions drawn from the text.	conclusions drawn from the text.	D 4 5
CCSS.ELA-LITERACY.RL.5.1	CCSS.ELA-LITERACY.RI.5.1	R.4.5
Quote accurately from a text when	Quote accurately from a text when	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
explaining what the text says	explaining what the text says	text says explicitly and when making interences.
explicitly and when drawing	explicitly and when drawing	
inferences from the text.	inferences from the text.	
Literature		
5.RL.b1		

Refer to details and examples in a text w	when explaining what the text says explicit	tlv
5.RL.b2	when explaining what the text suys explicit	uy.
	rt inferences, interpretations, or conclusion	ns.
Informational		
5.RI.c2		
Quote accurately from a text when expla	aining what the text says explicitly.	
5.RI.c3		
Quote accurately from a text to support	inferences.	
2. Determine central ideas or themes	2. Determine central ideas or themes	Standard R.5:
of a text and analyze their	of a text and analyze their	Provide an accurate summary of various texts; determine the central
development; summarize the key	development; summarize the key	idea(s) or theme(s)-and analyze its development; throughout each text.
supporting details and ideas.	supporting details and ideas.	
CCSS.ELA-LITERACY.RL.5.2		R.5.5.a
Determine a theme of a story, drama,		Summarize texts, including theme and character development.
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.		
	CCSS.ELA-LITERACY.RI.5.2	R.5.5.b
	Determine two or more main ideas of	Summarize texts, including how the key details support two or more central
	a text and explain how they are	ideas.
	supported by key details; summarize	
	the text.	
Literature		
5.RL.c1		
Summarize a portion of text such as a pa	aragraph or a chapter.	
5.RL.c2		
Summarize a text from beginning to end	l in a few sentences.	
5.RL.c3		
	or poem including how characters in a ste	bry or drama respond to challenges or how the speaker in a poem reflects upon a
topic.		
Informational		
5.RI.c4	1	
Determine the main idea and identify ke	ey details to support the main idea.	
5.RI.c5 Summarize the text or a portion of the te	ant mode mode aloud on procented in disco	ra madia
3. Analyze how and why individuals,	ext read, read aloud, or presented in diver 3. Analyze how and why individuals ,	Standard R.6:
events, and ideas develop and	events, and ideas develop and	Analyze how and why individuals, events, and ideas develop and interact
interact over the course of a text.	interact over the course of a text	over the course of a text.
CCSS.ELA-LITERACY.RL.5.3	interact over the course of a text	R.6.5.a
CC33.ELA-LITERACT.KL.3.3		N.U.J.a

Compare and contrast two or more		Analyze how two or more characters, settings, or events in a story are related,
characters, settings, or events in a		drawing on specific details in the text (e.g., how characters interact).
story or drama, drawing on specific		
details in the text (e.g., how		
characters interact).		
	CCSS.ELA-LITERACY.RI.5.3	R.6.5.b
		Analyze relationships or interactions between individuals, events, ideas, or
	Explain the relationships or interactions between two or more	concepts throughout the text.
		concepts throughout the text.
	individuals, events, ideas, or concepts	
	in a historical, scientific, or technical	
	text based on specific information in	
	the text.	
Literature		
5.RL.d1	thin a story provide or identify specified	atails in the taxt to support the comparison
5.RL.d2	unit a story, provide of identity specific d	etails in the text to support the comparison.
	acters settings or events in a story or dra	ma, drawing on specific details in the text (e.g., how characters interact).
Informational	acters, settings, or events in a story of the	ina, drawing on specific details in the text (e.g., now characters interact).
5.RI.d1		
	en two or more individuals, events, ideas,	or concepts in a historical, scientific, or technical text.
	en two or more individuals, events, ideas,	or concepts in a historical, scientific, or technical text.
Explain/identify the relationship betwee 5.RI.d2		or concepts in a historical, scientific, or technical text.
Explain/identify the relationship betwee 5.RI.d2		•
Explain/identify the relationship betwee 5.RI.d2 Explain the relationships or interactions		•
Explain/identify the relationship betwee 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions	s between two or more individuals, events	•
Explain/identify the relationship betwee 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts.	between two or more individuals, events between two or more individuals, events	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific
Explain/identify the relationship betwee 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE	between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading
Explain/identify the relationship betwee 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE Craft and Structure:	between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure:	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE Craft and Structure: 4. Interpret words and phrases as	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: Interpret words and phrases as 	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure Standard R.7:
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE Craft and Structure: 4. Interpret words and phrases as they are used in a text, including	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: 4. Interpret words and phrases as they are used in a text, including 	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure Standard R.7: Interpret words and phrases as they are used in various texts, including
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE Craft and Structure: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative,	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: Interpret words and phrases as they are used in a text, including determining technical, connotative, 	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE Craft and Structure: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze 	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure Standard R.7: Interpret words and phrases as they are used in various texts, including
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE 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	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: 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 	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE 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.	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze 	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure 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.
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE 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. CCSS.ELA-LITERACY.RL.5.4	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: 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 	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure 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. R.7.5.a
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE 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. CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: 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 	 , ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure 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. R.7.5.a Determine the meanings of words and phrases including figurative language
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE 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. CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text,	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: 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 	, ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure 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. R.7.5.a
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE 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. 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	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: 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 	 , ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure 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. R.7.5.a Determine the meanings of words and phrases including figurative language
Explain/identify the relationship between 5.RI.d2 Explain the relationships or interactions information in the text. 5.RI.d3 Explain the relationships or interactions information across texts. READING: LITERATURE 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. CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text,	 between two or more individuals, events between two or more individuals, events READING: INFORMATIONAL TEXT Craft and Structure: 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 	 , ideas, or concepts in a historical, scientific, or technical text based on specific , ideas, or concepts in a historical, scientific, or technical text based on specific Reading READING: Craft and Structure 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. R.7.5.a Determine the meanings of words and phrases including figurative language

	Determine the meaning of general	Initiate strategies to determine meaning of domain-specific words and phrases.
	academic and domain-specific words	
	and phrases in a text relevant to a	
	grade 5 topic or subject area.	
Literature		
5.RWL.e1		
Determine the meaning of words and ph	mases as they are used in a text including	figurative language such as metaphors and similes.
Informational		
5.RWL.a3		
		uses in a text relevant to a grade 5 topic or subject area.
5. Analyze the structure of texts,	5. Analyze the structure of texts,	Standard R.8:
including how specific sentences,	including how specific sentences,	Analyze the structure of various texts, including how the features and
paragraphs, and larger portions of	paragraphs, and larger portions of	components relate to each other and the whole.
the text (e.g., a section, chapter,	the text (e.g., a section, chapter,	
scene, or stanza) relate to each other	scene, or stanza) relate to each other	
and the whole.	and the whole.	
CCSS.ELA-LITERACY.RL.5.5		R.8.5.a
Explain how a series of chapters,		Explain how the text's structure supports its meaning and the author's purpose
scenes, or stanzas fits together to		of the text as a whole.
provide the overall structure of a		
particular story, drama, or poem.		
particular story, arama, or poem.	CCSS.ELA-LITERACY.RI.5.5	R.8.5.b
	Compare and contrast the overall	Compare and contrast the overall structure (e.g., chronology, comparison,
	structure (e.g., chronology,	cause/effect, problem/solution) of events, ideas, concepts, or information in
		two or more texts on the same topic.
	comparison, cause/effect,	
	problem/solution) of events, ideas,	
	concepts, or information in two or	
T • (more texts.	
Literature		
5.RL.e1	tra novel) to identify a sum on transfer	t atmotives (a a gammana company/contract course/offert description) within
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.

more texts.		
6. Assess how point of view or	6. Assess how point of view or	Standard R.9:
purpose shapes the content and	purpose shapes the content and	Assess how perspective or purpose shapes the content and style of a text.
style of a text.	style of a text.	
CCSS.ELA-LITERACY.RL.5.6		R.9.5.a
Describe how a narrator's or		Describe how a narrator's or speaker's point of view influences how events are
speaker's point of view influences		described in various contexts.
how events are described.		
	CCSS.ELA-LITERACY.RI.5.6	R.9.5.b
	Analyze multiple accounts of the	Analyze multiple accounts and/or contexts of the same event or topic, noting
	same event or topic, noting	important similarities and differences in the perspectives they represent based
	important similarities and differences	on information in the texts.
	in the point of view they represent.	
Literature		
5.RL.f2		
Describe how a narrator's or speaker's p	oint of view influences how events are de	escribed.
5.RL.f3		
	ers, setting, or events might change if the p	person telling the story changed.
5.RL.g1		
	similes to help explain the setting within	a text.
5.RL.g2		
	similes to help determine the mood within	n a text.
Informational		
5.RI.e1		
	ces in the point of view of multiple accou	
Integration of Knowledge and Ideas:	Integration of Knowledge and Ideas:	READING: Integration of Knowledge and Ideas Standard R.11:
7. Integrate and evaluate content	7. Integrate and evaluate content	Analyze and evaluate content presented in various texts (e.g. literary,
presented in diverse media and	presented in diverse media and	historical, visual, artistic, quantitative, technological).
formats, including visually and	formats, including visually and	nistorical, visual, artistic, quantitative, technological).
quantitatively, as well as in words. CCSS.ELA-LITERACY.RL.5.7	quantitatively, as well as in words.	R.11.5.a
		Analyze how diverse forms and their features contribute to the meaning, tone,
Analyze how visual and multimedia		and author's intent of a text.
elements contribute to the meaning,		R.11.5.b
tone, or beauty of a text (e.g., graphic		Compare and contrast how two or more authors of the same text type interpret
novel, multimedia presentation of		similar themes and topics.
fiction, folktale, myth, poem).		similar memes and topics.

	CCSS.ELA-LITERACY.RI.5.7	R.11.5.c
	Draw on information from multiple	Draw on information presented in various texts in order to answer a question
	print or digital sources,	or to solve a problem.
	demonstrating the ability to locate an	
	answer to a question quickly or to	
	solve a problem efficiently.	
Literature		
5.RL.e3		
	ements contribute to the meaning or tone	of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth,
poem).		
Informational		
5.RI.b4	at on divital common domonstrating the sh	ditute leasts on anowar to a question on to solve a medium
5.RI.d4	it of digital sources, demonstrating the at	ility to locate an answer to a question or to solve a problem.
	s as support for inferences (e.g., how did	vou know?)
8. Delineate and evaluate the	8. Delineate and evaluate the	Standard R.10:
argument and specific claims in a	argument and specific claims in a	Evaluate the argument and specific claims in various texts.
text, including the validity of the	text, including the validity of the	
reasoning as well as the relevance	reasoning as well as the relevance	
and sufficiency of the evidence.	and sufficiency of the evidence.	
CCSS.ELA-LITERACY.RL.5.8	CCSS.ELA-LITERACY.RI.5.8	R.10.5.a
(RL.5.8 not applicable to literature)	Explain how an author uses reasons	Trace the organization and development of a claim in a text.
· · · · · · · · · · · · · · · · · · ·	and evidence to support particular	
	points in a text, identifying which	
	reasons and evidence support which	
	point(s).	
		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	9. Analyze how two or more texts	Standard R.11: (Repeated Anchor Standard)
address similar themes or topics in	address similar themes or topics in	
	· · · · ·	· · · · · · · · · · · · · · · · · · ·

order to build knowledge or to compare the approaches the authors	order to build knowledge or to compare the approaches the authors	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
take.	take.	instorical, 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		
	ultiple sources to answer a question or su	
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 . 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.	10. Read and comprehend complex literary and informational texts 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.	 *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 multimedia 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		
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		
I have a series of a start of the series of the series of the series of a single of a single of a single of the series of the se		

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	WRITING PREAMBLE
The following standards for K-5 offer a focus for instruction each year to help	Writing is a lifelong, essential tool for communication. In order to prepare
ensure that students gain adequate mastery of a range of skills and	students for varied and evolving writing tasks, students should write routinely,
applications. Each year in their writing, students should demonstrate	in both long- and short-time frames, as a means of building writing stamina.
increasing sophistication in all aspects of language use, from vocabulary and	Moreover, students should write in a breadth of modes and forms across all
syntax to the development and organization of ideas, and they should	disciplines. This includes the foundational instruction of legible handwriting
address increasingly demanding content and sources. Students advancing	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	technology to compose, where the use of formatting supports the task, audience, and purpose.
and retain or further develop skills and understandings mastered in preceding	and purpose.
grades. The expected growth in student writing ability is reflected both in the	In order to manage the increasing complexity of what students read and write,
standards themselves and in the collection of annotated student writing	educators provide guidance and support when developmentally appropriate,
samples in Appendix C.	with the understanding that students need to develop autonomy and
	independence over time, particularly at the upper grade levels. To that end, the
Writing Standards K-5	standards include a developmentally appropriate progression of performance
The K–5 standards on the following pages define what students should	expectations that includes all grade levels. The K-5 performance expectations
understand and be able to do by the end of each grade. They correspond to	reflect a foundational level of skill acquisition, while the 6-8 and 9-Diploma
the College and Career Readiness (CCR) anchor standards below by number.	grade bands expect that writing grows in sophistication and complexity.
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.	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) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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	WRITING: Composing for Audience and Purpose
subgenres. See Appendix A for definitions of key writing types)	
1. Write arguments to support claims in an analysis of substantive topics or	Standard W.3: (Addresses all types of writing)
texts, using valid reasoning and relevant and sufficient evidence.	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	Repeated W.3.5.a
Introduce a topic or text clearly, state an opinion, and create an	Produce writing to communicate clearly and organize increasingly complex
organizational structure in which ideas are logically grouped to support the	pieces with introductions and bodies including details and conclusions.
writer's purpose.	
CCSS.ELA-LITERACY.W.5.1.B	Repeated W.3.5.b
Provide logically ordered reasons that are supported by facts and details.	Develop the topic with relevant, logically ordered supporting details.
CCSS.ELA-LITERACY.W.5.1.C	Repeated
Link opinion and reasons using words, phrases, and clauses (e.g.,	W.3.5.c
consequently, specifically).	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	Repeated
Provide a concluding statement or section related to the opinion presented.	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. CCSS.ELA-LITERACY.W.5.2.C	Repeated W.3.5.b Develop the topic with relevant, logically ordered supporting details. Repeated
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	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. CCSS.ELA-LITERACY.W.5.2.E	Repeated W.3.5.d Use precise vocabulary/word choice.
Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using	Repeated W.3.5.e Provide a sense of closure that is related to the ideas presented. Standard W.3: (Addresses all types of writing)
effective technique, well-chosen details, and well-structured event sequences.	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.

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Write an introduction that includes context/background information, establishes a central idea or focus about a topic. 5.W1.b3 Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. 5.W1.d1 Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 5.W1.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia appropriate to convey information about the topic. 5.W1.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing. 5.W1.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic. 5.W1.g1 Provide a concluding statement or section to summarize the information presented. 5.W1.c2 Use transitional words, phrases, and clauses to manage the sequence of events. 5.W1.c2 Use transitional words, phrases, and clauses to manage the sequence of events. 5.W1.c3 Use transitional words, phrases, and clauses to manage the sequence of events. 5.W1.c4 Use transitional words, phrases, and clauses to manage the sequence of events. 5.W1.c4 Use correte words and phrases and sensory details to convey experiences and events precisely. 5.W1.c1 Wite a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot. 5.W1.c1 Write a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated events.	Provide a clear concluding statement or section related to the opinion stated.			
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	Production and Distribution of Writing			

4. Produce clear and coherent writing in which the development,	Standard W.2:	
organization, and style are appropriate to task, purpose, and audience.	Develop, strengthen, and produce polished writing by using a	
CCSS.ELA-LITERACY.W.5.4	collaborative process that includes the age-appropriate use of technology.	
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 ta	sk, purpose (e.g., to entertain), and audience.	
5.WP.h1		
Produce a clear coherent permanent product that is appropriate to the specific ta		
5. Develop and strengthen writing as needed by planning, revising, editing,	W.2.5.a	
rewriting, or trying a new approach.	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	renceting, and/or trying a new approach.	
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		
	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. 5 WI b). With guidance and support from peers and adults, develop a plan for writing (e.g. 5 WI b).	riting. (e.g., determine the topic, gather information, develop the topic, provide a	
meaningful conclusion).	thing. (e.g., determine the topic, gather information, develop the topic, provide a	
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	
and to interact and conaborate with others.	writing, as well as to interact and collaborate with others.	
CCSS.ELA-LITERACY.W.5.6	W.2.5.c	
With some guidance and support from adults, use technology, including the	Demonstrate sufficient command of keyboarding skills to produce sustained	
Internet, to produce and publish writing as well as to interact and collaborate	writing of increasing length.	
with others; demonstrate sufficient command of keyboarding skills to type a		
minimum of two pages in a single sitting.		

5.WA2			
Use technology to produce and publish writing. (e.g., use internet to gather infor	mation; 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	W.1.5.a		
Conduct short research projects that use several sources to build knowledge	Investigate and generate questions by participating in research that builds		
through investigation of different aspects of a topic.	varied knowledge about a topic.		
5.WI.b4			
Follow steps to complete a short research project (e.g., determine topic, locating permanent product).	information on a topic, organizing information related to the topic, drafting a		
8. Gather relevant information from multiple print and digital sources,	W.1.5.b		
assess the credibility and accuracy of each source, and integrate the	Gather relevant information from a variety of sources and/or recall information		
information while avoiding plagiarism.	from experiences in order to answer questions.		
CCSS.ELA-LITERACY.W.5.8	W.1.5.c		
Recall relevant information from experiences or gather relevant information	Summarize or paraphrase notes on sources and sort information into provided		
from print and digital sources; summarize or paraphrase information in notes	categories.		
and finished work and provide a list of sources.			
	W.1.5.d		
	Provide a list of sources.		
5.WP.b2			
Gather relevant information (e.g., highlight in text, quote, or paraphrase from tex 5.WL.a2	Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.		
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	now spanor adjustic to explore the way the author developed the argument)
That ye 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*
Range of Writing	Range of Writing in Preamble*
Range of Writing 10. Write routinely over extended time frames (time for research,	Range of Writing in 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.
Range of Writing10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	Range of Writing in 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
Range of Writing10. 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.	Range of Writing in 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.
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Range of Writing10. 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.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	Range of Writing in 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

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 PREAMBLESPEAKING AND LISTENTING PREAMBLESpeaking 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 mactered in preceding grades	
 understandings mastered in preceding grades. Speaking and Listening Anchor Standards Comprehension and Collaboration 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. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas A. 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.	 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.
 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: Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and 	SPEAKING AND LISTENING: Comprehension and Collaboration Standard SL.1: Prepare for and participate in conversations across a range of topics,
expressing their own clearly and persuasively.	types, and forums, building on others' ideas and expressing their own.

CCSS.ELA-LITERACY.SL.5.1	SL.1.5
Engage effectively in a range of collaborative discussions (one-on-one, in	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,	groups, and teacher-led) with diverse partners on grade 5 topics and texts,
building on others' ideas and expressing their own clearly.	building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.5.1.A	SL.1.5.a
Come to discussions prepared, having read or studied required material;	Come to discussions prepared, having read, or studied required material;
explicitly draw on that preparation and other information known about the	explicitly draw on that preparation and other information known about the
topic to explore ideas under discussion.	topic to explore ideas under discussion.
CCSS.ELA-LITERACY.SL.5.1.B	SL.1.5.b
Follow agreed-upon rules for discussions and carry out assigned roles.	Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-LITERACY.SL.5.1.C	SL.1.5.c
Pose and respond to specific questions by making comments that contribute	Pose and respond to specific questions by making comments that contribute to
to the discussion and elaborate on the remarks of others.	the discussion and elaborate on the remarks of others.
CCSS.ELA-LITERACY.SL.5.1.D	SL.1.5.d
Review the key ideas expressed and draw conclusions in light of information	Review the key ideas expressed and draw conclusions in light of information
and knowledge gained from the discussions.	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	Standard SL.2:
formats, including visually, quantitatively, and orally.	Integrate and evaluate information presented in diverse media and
	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and
formats, including visually, quantitatively, and orally.	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.5.2	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a
formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media
formats, including visually, quantitatively, and orally. 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.	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a
formats, including visually, quantitatively, and orally. 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. 5.RL.fl	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media
formats, including visually, quantitatively, and orally. 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. 5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media
formats, including visually, quantitatively, and orally. 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. 5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed. 5.RI.c5	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats.
formats, including visually, quantitatively, and orally. 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. 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 dive	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats.
formats, including visually, quantitatively, and orally. 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. 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 dive 3. Evaluate a speaker's point of view, reasoning, and use of evidence and	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats. rse media. Standard SL.2 (Repeated Anchor Standard):
formats, including visually, quantitatively, and orally. 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. 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 dive	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats. see media. Standard SL.2 (<u>Repeated Anchor Standard</u>): Integrate and evaluate information presented in diverse media and
formats, including visually, quantitatively, and orally. 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. 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 dive 3. Evaluate a speaker's point of view, reasoning, and use of evidence and	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats. rse media. 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
formats, including visually, quantitatively, and orally. 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. 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 dive 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats.
formats, including visually, quantitatively, and orally. 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. 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 dive 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-LITERACY.SL.5.3	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats. se media. 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. SL.2.5.b
formats, including visually, quantitatively, and orally. 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. 5.RL.fl 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 dive 3. Evaluate a speaker's 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	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats.
formats, including visually, quantitatively, and orally. 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. 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 dive 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-LITERACY.SL.5.3	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2.5.a Summarize a written text read aloud or information presented in diverse media and formats. <u>rse media.</u> 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. SL.2.5.b Summarize the points a speaker makes and explain how each claim is

5 DL c(
	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 evide	nce.	
Presentation of Knowledge and Ideas	SPEAKING AND LISTENING: Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners	Standard SL.3:	
can follow the line of reasoning and the organization, development, and	Present information and supporting evidence appropriate to task,	
style are appropriate to task, purpose, and audience.	purpose, and audience so that listeners can follow the line of reasoning	
	and incorporate multimedia when appropriate.	
CCSS.ELA-LITERACY.SL.5.4	SL.3.5.a	
Report on a topic or text or present an opinion, sequencing ideas logically and	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	using appropriate facts and relevant, descriptive details to support main ideas	
or themes; speak clearly at an understandable pace.	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 fa	acts, and relevant and descriptive details.	
5.WP.e2		
Elaborate on each fact or opinion given in support of a claim with relevant detail		
5. Make strategic use of digital media and visual displays of data to express	Standard SL.3: (<u>Repeated Anchor Standard</u>)	
information and enhance understanding of presentations.	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. SL.3.5.b	
CCSS.ELA-LITERACY.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in	
Include multimedia components (e.g., graphics, sound) and visual displays in	presentations when appropriate to enhance the development of main ideas or	
presentations when appropriate to enhance the development of main ideas or themes.	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	eschation when appropriate to emilance the development of topic.	
Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.		
Adapt speech to a variety of contexts and communicative tasks, Standard SL.4:		
demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts, audiences, and communicative	
	tasks.	
CCSS.ELA-LITERACY.SL.5.6	SL.4.5	
Adapt speech to a variety of contexts and tasks, using formal English when	Adapt speech to a variety of contexts and tasks, demonstrating command of	
appropriate to task and situation. (See grade 5 Language standards 1 and 3	language in the appropriate register.	
here for specific expectations.)		
No CCCs written for this standard.		

Language – Strand #4 Common Core State Standards	Language – Strand #1 in 2020 Maine Learning Results
College and Career Readiness Anchor Standards for Language	LANGUAGE PREAMBLE
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 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 (*).	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	Language Anchor Standards
Conventions of Standard English	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.
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.
Knowledge of Language	punctuation, and spenning when writing.
3. Apply knowledge of language to understand how language functions in	Knowledge of Language
different contexts, to make effective choices for meaning or style, and to	Standard L.3:
comprehend more fully when reading or listening.	Apply knowledge of language to understand how language functions in
Vocabulary Acquisition and Use	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 speaking, and to comprehend more fully when reduing or insterning.
and phrases by using context clues, analyzing meaningful word parts, and	Vocabulary Acquisition and Use
consulting general and specialized reference materials, as appropriate.	Standard L.4:

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

Use punctuation to separate items in a series.	Use punctuation to separate items in a series.
CCSS.ELA-LITERACY.L.5.2.B	L.2.5.b
Use a comma to separate an introductory element from the rest of the	Use a comma to separate an introductory element from the rest of the sentence.
sentence.	
CCSS.ELA-LITERACY.L.5.2.C	L.2.5.c
Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a
a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to	tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to
indicate direct address (e.g., Is that you, Steve?).	indicate direct address (e.g., Is that you, Steve?).
CCSS.ELA-LITERACY.L.5.2.D	L.2.5.d
Use underlining, quotation marks, or italics to indicate titles of works.	Use underlining, quotation marks, or italics to indicate titles of works.
CCSS.ELA-LITERACY.L.5.2.D	L.2.5.e
Use underlining, quotation marks, or italics to indicate titles of works.	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	Standard L.3:
different contexts, to make effective choices for meaning or style, and to	Apply knowledge of language to understand how language functions in
comprehend more fully when reading or listening.	different contexts, to make effective choices for meaning or style, and to
	comprehend more fully when reading or listening. L.3.5
CCSS.ELA-LITERACY.L.5.3	Use knowledge of language and its conventions when writing, speaking,
Use knowledge of language and its conventions when writing, speaking,	reading, or listening.
reading, or listening.	L.3.5.a
CCSS.ELA-LITERACY.L.5.3.A	
Expand, combine, and reduce sentences for meaning, reader/listener	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-LITERACY.L.5.3.B	L.3.5.b
Compare and contrast the varieties of English (e.g., dialects, registers) used in	Compare and contrast the varieties of English (e.g., dialects, registers) used in
stories, dramas, or poems.	stories, dramas, or poems.
5.WA.12	, , , , , , , , , , , , , , , , , , ,
Expand, combine, and reduce sentences for meaning, reader interest, and style w	vithin writing.
Vocabulary Acquisition and Use	LANGUAGE: Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning	Standard L.4:
words and phrases by using context clues, analyzing meaningful word parts,	Use context clues, analyze meaningful word parts, and consult general and
and consulting general and specialized reference materials, as appropriate.	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	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.	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	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).	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).
CCSS.ELA-LITERACY.L.5.4.C	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.	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	e meaning of a word.
5. Demonstrate understanding of figurative language, word relationships,	Standard L.5:
and nuances in word meanings.	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 word relationships and nuances in word
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	meanings.
CCSS.ELA-LITERACY.L.5.5.A	L.5.5.a
Interpret figurative language, including similes and metaphors, in context.	Interpret figurative language, including similes and metaphors, in context.
CCSS.ELA-LITERACY.L.5.5.B	L.5.5.b
Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-LITERACY.L.5.5.C	L.5.5.c
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5.WL.f1 Use figurative language in context, including similes and metaphors.	

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.