



Knox Education is here to help you *Transition* to the new **California Common Core Standards**

Literacy and the Common Core Standards



Knox Education has over 20 years experience in helping students, teachers, and administrators improve achievement and literacy in English Language Arts using a standards-based approach. Now we are transitioning to the new California Common Core Standards and we want to help all of you do the same.

The Common Core Standards in ELA have been uploaded to our website using the original documents from the California Department of Education but we have made them a little friendlier for use in the classroom and in planning. We have added intuitive icons to help you understand how the new standards are organized and how best to find what you want.

We have the new Common Core Standards in several easy-to-use formats for English Language Arts, including:

- Teacher Planning Documents** by grade level grade K-8 that reflect the standards and suggested prompts and academic vocabulary,
- Student Checklists Grades K-8** that are easy tools for students to learn the standards and grade level expectations and to keep track of their progress,
- Writing Rubrics for Grades K-8 all three text types:** opinion/argument, informative/explanatory, and narrative
- Overview of ELA Standards:** anchor standards with K-5 and 6-12 exemplars under each.

Some samples of each on the next pages...














Overview ELA	Page 2
Anchor Standards ELA	Pages 3-4
Grade 3 Student Checklist ELA	Pages 5-8
Grade 3 Teacher Planning Document ELA	Pages 9-19
Grade 3 Writing Rubric Opinion/Argument Writing	Page 20
Grades K-5 Standards Overview of Writing Standards (with Anchor Standards)	Pages 21-26



We've just completed a two year pilot for Common Core writing instruction and assessment in a large Southern California school district. Over the summer we will upload the final versions of our writing handbooks for each of the writing types, as well as photos showing the strategies in action in our schools.

Please lean on us for support in your own transition to using these great new Common Core Standards to your best advantage and to the success of all your students.

Here is an overview of the new ELA Common Core Standards with the icons we use in all of our documents for students, teachers, and administrators for planning and learning with the new standards.

CCSS Chart of Standards Overview English/Language Arts		
		Standards Sequence
	Anchor Standards for all strands	1-10
Literature 	RL Reading Standards for LITERATURE	1-10
Informational Text 	RI Reading Standards for INFORMATIONAL TEXT	1-10
History/Social Studies 	RH Reading Standards for History and Social Science	1-10
Science & Technical 	RST Reading Standards for Science and Technical Subjects	1-10
Foundational Skills 	RF Foundational Skills (Grades K-5)	1-4
Opinion/Argument 	W Writing Standards for OPINION/ARGUMENT	1
Informative/Explanatory 	W Writing Standards for INFORMATIVE/EXPLANATORY	2
Narrative 	W Writing Standards for NARRATIVE	3
History/Social Studies Science & Technical 	WHST Writing Standards History/Social Studies, Science and Technical Subjects	1-10
Speaking & Listening 	SL Speaking and Listening	1-6
Language 	L Language	1-6



READING (Literature and Informational Text)

Category	<input type="checkbox"/>	Anchor Standard
Key Ideas and Details	<input type="checkbox"/>	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	<input type="checkbox"/>	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	<input type="checkbox"/>	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	<input type="checkbox"/>	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.
	<input type="checkbox"/>	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.
	<input type="checkbox"/>	6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	<input type="checkbox"/>	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
	<input type="checkbox"/>	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.
	<input type="checkbox"/>	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	<input type="checkbox"/>	10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

WRITING (Opinion/Argument, Informative/Explanatory, Narrative)

Category	<input type="checkbox"/>	Anchor Standard
Text Types and Purposes*	<input type="checkbox"/>	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	<input type="checkbox"/>	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.
	<input type="checkbox"/>	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	<input type="checkbox"/>	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<input type="checkbox"/>	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	<input type="checkbox"/>	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	<input type="checkbox"/>	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	<input type="checkbox"/>	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.
	<input type="checkbox"/>	9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.
Range of Writing	<input type="checkbox"/>	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. (Begins in grade 3.)

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.



SPEAKING AND LISTENING

Category	<input type="checkbox"/>	Anchor Standard
Comprehension and Collaboration	<input type="checkbox"/>	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.
	<input type="checkbox"/>	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	<input type="checkbox"/>	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	<input type="checkbox"/>	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.
	<input type="checkbox"/>	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	<input type="checkbox"/>	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE (Conventions and Vocabulary)

Category	<input type="checkbox"/>	Anchor Standard
Conventions of Standard English	<input type="checkbox"/>	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<input type="checkbox"/>	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<input type="checkbox"/>	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	<input type="checkbox"/>	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.
	<input type="checkbox"/>	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	<input type="checkbox"/>	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.



GRADE 3 STUDENT CHECKLIST

California Common Core Standards English Language Arts

Literature



READING STANDARDS: LITERATURE

<input type="checkbox"/>	Number	Standard							
Key Ideas and Details									
<input type="checkbox"/>	3RL 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.							
<input type="checkbox"/>	3RL 2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.							
<input type="checkbox"/>	3RL 3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.							
Craft and Structure									
<input type="checkbox"/>	3RL 4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <u>See grade 3 Language Standards 4-6 for additional expectations.</u>							
<input type="checkbox"/>	3RL 5.	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.							
<input type="checkbox"/>	3RL 6.	Distinguish their own point of view from that of the narrator or those of the characters.							
Integration of Knowledge and Ideas									
<input type="checkbox"/>	3RL 7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).							
<input type="checkbox"/>	3RL 8.	(Not applicable to literature)							
<input type="checkbox"/>	3RL 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).							
Range of Reading and Level of Text Complexity									
<input type="checkbox"/>	3RL 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.							

Informational Text



READING STANDARDS: INFORMATIONAL TEXT

<input type="checkbox"/>	Number	Standard							
Key Ideas and Details									
<input type="checkbox"/>	3RI 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.							
<input type="checkbox"/>	3RI 2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.							
<input type="checkbox"/>	3RI 3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.							
Craft and Structure									
<input type="checkbox"/>	3RI 4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . <u>(See grade 3 Language standards 4-6 for additional expectations.)</u>							
<input type="checkbox"/>	3RI 5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.							
<input type="checkbox"/>	3RI 6.	Distinguish their own point of view from that of the author of a text.							
Integration of Knowledge and Ideas									
<input type="checkbox"/>	3RI 7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).							
<input type="checkbox"/>	3RI 8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).							
<input type="checkbox"/>	3RI 9.	Compare and contrast the most important points and key details presented in two texts on the same topic.							
Range of Reading and Level of Text Complexity									
<input type="checkbox"/>	3RI 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.							

GRADE 3 STUDENT CHECKLIST

California Common Core Standards English Language Arts



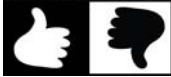
Foundational Skills



FOUNDATIONAL SKILLS STANDARDS

<input type="checkbox"/>	Number	Standard					
Phonics and Word Recognition							
<input type="checkbox"/>	3RF 3	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text</u>					
<input type="checkbox"/>	3RF 3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.					
<input type="checkbox"/>	3RF 3b.	Decode words with common Latin suffixes.					
<input type="checkbox"/>	3RF 3c.	Decode multisyllable words.					
<input type="checkbox"/>	3RF 3d.	Read grade-appropriate irregularly spelled words.					
Fluency							
<input type="checkbox"/>	3RF 4	Read with sufficient accuracy and fluency to support comprehension.					
<input type="checkbox"/>	3RF 4a.	Read on-level text with purpose and understanding.					
<input type="checkbox"/>	3RF 4b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression <u>on successive readings</u> .					
<input type="checkbox"/>	3RF 4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					

Opinion/Argument



WRITING STANDARDS: OPINION/ARGUMENT WRITING

Text Types and Purposes							
<input type="checkbox"/>	3W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons.					
<input type="checkbox"/>	3W 1a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.					
<input type="checkbox"/>	3W 1b.	Provide reasons that support the opinion.					
<input type="checkbox"/>	3W 1c.	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.					
<input type="checkbox"/>	3W 1d.	Provide a concluding statement or section.					

Informative/Explanatory



WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

Text Types and Purposes							
<input type="checkbox"/>	3W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
<input type="checkbox"/>	3W 2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.					
<input type="checkbox"/>	3W 2b.	Develop the topic with facts, definitions, and details.					
<input type="checkbox"/>	3W 2c.	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.					
<input type="checkbox"/>	3W 2d.	Provide a concluding statement or section					

Narrative



WRITING STANDARDS: NARRATIVE WRITING

Text Types and Purposes							
<input type="checkbox"/>	3W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
<input type="checkbox"/>	3W 3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.					
<input type="checkbox"/>	3W 3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.					
<input type="checkbox"/>	3W 3c.	Use temporal words and phrases to signal event order.					
<input type="checkbox"/>	3W 3d.	Provide a sense of closure.					

GRADE 3 STUDENT CHECKLIST

California Common Core Standards English Language Arts



WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard					
Production and Distribution of Writing							
<input type="checkbox"/>	3W 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.)					
<input type="checkbox"/>	3W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>Editing from conventions should demonstrate command of Language Standards 1-3 up to and including grade 3.</u>					
<input type="checkbox"/>	3W 6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.					
Research to Build and Present Knowledge							
<input type="checkbox"/>	3W 7.	Conduct short research projects that build knowledge about a topic.					
<input type="checkbox"/>	3W 8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.					
<input type="checkbox"/>	3W 9.	(Begins in grade 4)					
Range of Writing							
<input type="checkbox"/>	3W 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					

Speaking & Listening

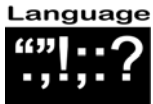


SPEAKING AND LISTENING STANDARDS

<input type="checkbox"/>	Number	Standard					
Comprehension and Collaboration							
<input type="checkbox"/>	3SL 1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.					
<input type="checkbox"/>	3SL 1a.	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.					
<input type="checkbox"/>	3SL 1b.	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).					
<input type="checkbox"/>	3SL 1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.					
<input type="checkbox"/>	3SL 1d.	Explain their own ideas and understanding in light of the discussion.					
<input type="checkbox"/>	3SL 2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					
<input type="checkbox"/>	3SL 3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.					
Presentation of Knowledge and Ideas							
<input type="checkbox"/>	3SL 4.a	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <u>Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</u>					
<input type="checkbox"/>	3SL 5.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.					
<input type="checkbox"/>	3SL 6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. See grade 3 Language Standards 1 and 3 for specific expectations.					

GRADE 3 STUDENT CHECKLIST

California Common Core Standards English Language Arts



LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY

<input type="checkbox"/>	Number	Standard						
Conventions of Standard English								
	3L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
<input type="checkbox"/>	3L 1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.						
<input type="checkbox"/>	3L 1b.	Form and use regular and irregular plural nouns.						
<input type="checkbox"/>	3L 1c.	Use abstract nouns (e.g., <i>childhood</i>).						
<input type="checkbox"/>	3L 1d.	Form and use regular and irregular verbs.						
<input type="checkbox"/>	3L 1e.	Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.						
<input type="checkbox"/>	3L 1f.	Ensure subject-verb and pronoun-antecedent agreement.						
<input type="checkbox"/>	3L 1g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.						
<input type="checkbox"/>	3L 1h.	Use coordinating and subordinating conjunctions.						
<input type="checkbox"/>	3L 1i.	Produce simple, compound, and complex sentences.						
<input type="checkbox"/>	3L 1j.	<u>Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</u>						
<input type="checkbox"/>	3L 1k.	<u>Use reciprocal pronouns correctly.</u>						
	3L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<input type="checkbox"/>	3L 2a.	Capitalize appropriate words in titles.						
<input type="checkbox"/>	3L 2b.	Use commas in addresses.						
<input type="checkbox"/>	3L 2c.	Use commas and quotation marks in dialogue.						
<input type="checkbox"/>	3L 2d.	Form and use possessives.						
<input type="checkbox"/>	3L 2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).						
<input type="checkbox"/>	3L 2f.	Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.						
<input type="checkbox"/>	3L 2g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.						
Knowledge of Language								
<input type="checkbox"/>	3L 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
<input type="checkbox"/>	3L 3a.	Choose words and phrases for effect.						
<input type="checkbox"/>	3L 3b.	Recognize and observe differences between the conventions of spoken and written standard English.						
Vocabulary Acquisition and Use								
<input type="checkbox"/>	3L 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.						
<input type="checkbox"/>	3L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.						
<input type="checkbox"/>	3L 4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).						
<input type="checkbox"/>	3L 4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).						
<input type="checkbox"/>	3L 4d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <u>in all content areas</u> .						
<input type="checkbox"/>	3L 5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.						
<input type="checkbox"/>	3L 5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).						
<input type="checkbox"/>	3L 5b.	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).						
<input type="checkbox"/>	3L 5c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).						
<input type="checkbox"/>	3L 6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).						

**READING: Literature**

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	3RL 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				Retell the story in sequential order. Who were the major/minor characters? What were the major/minor events? What in the text leads you to that answer? What details are the most important? Where can you find _____? Academic Vocabulary: question, demonstrate, understanding, text, answer, details, sequence	
<input type="checkbox"/>	3RL 2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.				What is the central message (lesson or moral) of the story? How do you know what the moral of the story is? How does the author convey the central message (lesson or moral)? In what order was the story written? How do you know this is a myth? A folktale? A fable? Explain how the author uses details to convey the message (lesson or moral) of the story. Academic Vocabulary: recount, fable, folktale, myth, diverse, culture, central message, lesson, moral, convey, key detail(s), text	
<input type="checkbox"/>	3RL 3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.				Distinguish between major/minor characters in the story. Describe the major/minor characters. How do the character's traits contribute to the story? What were the characters' motivations in finding a resolution to the problem? How do the characters' actions help move the plot along? Academic Vocabulary: describe, interpretation of characters, character/character traits, motivation, emotion (feelings), contribute, sequence events, problem, resolution	
Craft and Structure							
<input type="checkbox"/>	3RL 4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <u>(See grade 3 Language standards 4-6 for additional expectations.)</u>				Can you tell me what this word or phrase means? What do you think the author is trying to say when he/she uses that phrase? What phrases are literal, or non-literal, in meaning? Can you change this phrase from literal to non-literal, and non-literal (idiomatic expressions) to literal? What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase? Academic Vocabulary: determine, phrases, non-literal, literal, context clues, distinguish	
<input type="checkbox"/>	3RL 5.	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.				Compare and contrast a story, poem, and a play. In a play, what is the importance of having scenes? In a book, what is the importance of having chapters? In a poem, what is the importance of having stanzas? The use of stage directions helps the reader _____. In the earlier chapter, we learned ... How does what the author said in an earlier paragraph help us understand what is happening now? Can you restate that using the word <i>chapter</i> , <i>stanza</i> , or <i>scene</i> ? Academic Vocabulary: refer, text, drama/play drama, stage directions, act/scene, cast, story, chapter, poem/poetry, verse, stanza	
<input type="checkbox"/>	3RL 6	Distinguish their own point of view from that of the narrator or those of the characters.				Who is telling the story in this selection? Who is the narrator? Is this selection written in first person? How do you know? What words give clues? Is this selection written in third person? How do you know? What words give you clues? What do you think about what has happened so far? Do you agree with the author's message so far? Can you put yourself in the character's place? How would you feel if this were you? Would you feel the same or differently? Academic Vocabulary: distinguish, point of view, first person, third person, narrator	



READING: Literature - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Integration of Knowledge and Ideas							
<input type="checkbox"/>	3RL 7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).				How does the illustration help tell the story? What does the illustration convey to you about the character (mood, setting)? What is the illustration's contribution to the story? What mood does the illustration portray? Did it help you understand the text? What do the illustrations tell you about what the character is like? How do the illustrations help you understand what is happening in the story? Academic Vocabulary: illustration(s), contribute, contribution, convey, aspect(s), mood	
<input type="checkbox"/>	3RL 8.	(Not applicable to literature)					
<input type="checkbox"/>	3RL 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).				What is similar in Book A and Book B? What is different? How is character X the same in Book A and Book B? How is he/she different? How does the setting effect the character's actions? What is the theme of this story? How is it different from the other stories we have read about this character? Is the setting for this story the same or different? Academic Vocabulary: compare, contrast, theme, setting, plot, author, character, text	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	3RL 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.				What kind of book is this? Ask yourself: Did I understand what the author is trying to say? What is the main idea, or message, in the story, poem, or play? Have you read a poem, play or chapter book lately? Your might want to try reading something different. What can you do if you don't understand? Did you go back and re-read? What did you check out from the library? You might try _____. It's by the same author that you like. What are you reading at home? Have you completed your reading chart? Have you taken an AR test lately? Academic Vocabulary: comprehend, literature, story, drama, poetry, independently, proficiently, chart	

Additional Notes from the Student Reading Standards K5

MEASURING TEXT COMPLEXITY: THREE FACTORS

Qualitative evaluation of the text:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text:

Readability measures and other scores of text complexity

Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A of the California Common Core Standards.

Range of Text Types and Purposes

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



READING: Informational Text

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	3RI 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				Who, or what, is this text about? Where in the text can you find that answer? What in the text leads you to that answer? Show me where the author says that. Can you tell your partner who/what the text was about? What are the main ideas in the reading? Can you show me in the text, the basis for your answers? Academic Vocabulary: question, answer, demonstrate, understanding, text	
<input type="checkbox"/>	3RI 2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.				What information does the author use to support the main idea? Summarize the text for me orally. Recount what detail you felt was most important. What is the main idea? Explain the key details. How do the details of the text support the main idea? Academic Vocabulary: determine, recount, key details, support	
<input type="checkbox"/>	3RI 3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.				What was the result of _____? How are _____ and _____ related? What was the result of _____'s idea? What is the first thing that you would do to complete this procedure? What would you expect the result to be at the end? Tell your partner when this happened. Work with your group to create a timeline of these events. Create a flow map that shows the sequence of events. Academic Vocabulary: relationship, events, concepts, technical, procedure, scientific, historical, sequence, cause/effect	
Craft and Structure							
<input type="checkbox"/>	3RI 4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (<u>See grade 3 Language standards 4-6 for additional expectations.</u>)				What tools can you use to find the meaning of this word? What does the word _____ mean in this sentence? Can you read the sentences around the word to help you understand its meaning? Can you read words around the word to help you understand its meaning? What does the phrase _____ mean? Where can you look in the book to help you figure out what that words means? Are there any parts of the word that you know? Academic Vocabulary: determine, Greek, Latin, prefixes, suffixes, root words, dictionary, glossary, Google, multiple meanings, figurative language, figurative	
<input type="checkbox"/>	3RI 5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.				What can you do if you don't understand? How is the information organized? Can you locate key words? Where can you locate _____? Which information would you find more relevant? If you were using the computer to search for your topics, which words would you use to start your search? Academic Vocabulary: locate, key words, information, relevant, importance, organized	

Continued on next page



READING: Informational Text - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure - continued							
<input type="checkbox"/>	3RI 6.	Distinguish their own point of view from that of the author of a text.				Who is providing the information? What is the author's point of view? Is the author relating information, or is he/she trying to convince you of an idea? Do you agree, or disagree, with what the author has said so far? Compare the accounts and how they were presented in the text. Why do you think the authors describe the events, or experiences, differently? Can you explain your thoughts about what you read? Do you agree with the author? Why do you think the information is different? What information do you feel is most valid? Academic Vocabulary: valid, information, text, authors, provide, point of view, accounts	
Integration of Knowledge and Ideas							
<input type="checkbox"/>	3RI 7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).				What is this text about? What can you do, if you don't understand? What information can you obtain from the map? Can you tell me what the "key/legend" of the map conveys? Looking at the illustration, how does it relate to the text? Why is this important to help you understand? Where and when did the event take place? Why and how did the event occur? Why is the map key, or legend, important? When did the event occur? Academic Vocabulary: determine, information, convey, map, map key/legend, event, occur, illustration	
<input type="checkbox"/>	3RI 8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).				What is the author's message? What does the author claim? What details, or facts, support the author's claim? How was the text written? (comparison, cause/effect, or sequential order) How does the author connect the ideas in each of the paragraphs to the topic of the text? Can you tell me something else that you have read that was written this way? What details were important? How does this sentence connect with what we read earlier? What organizational pattern was used to write this text? Did the photographs help you understand the author's meaning? How? Academic Vocabulary: determine, author, author's message, author's claim, detail, comparison, cause/effect, sequential order	
<input type="checkbox"/>	3RI 9.	Compare and contrast the most important points and key details presented in two texts on the same topic.				What are the key details in this text? How will you keep track of the points the authors are making in each text? What is this text about? What details does the author use to support his point? Can you tell your partner what is the same/different about what you are reading? Is there information in this text that was not included in the other text? How are the ideas the same in both texts? Academic Vocabulary: compare, contrast, topics, similar, different, points, key details	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	3RI 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.				Do you have any questions about what you are reading? If you don't understand, who can you ask to help you? Have you tried using the graphics to help you understand what you are reading about? Have you tried reading this book? What helps you understand as you are reading the history or science book? Academic Vocabulary: science book, history book, informational text, non-fiction text	



Foundational Skills



READING: Foundational Skills

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Phonics and Word Recognition							
<input type="checkbox"/>	3RF 3	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u>				Can you point to the root word? Are there any chunks you know that can help you figure out what this word says? Does the word have suffixes or prefixes you know? How many parts do you hear in that word? Are there any patterns you can use to help you write that word? Academic Vocabulary: decode, suffixes, prefixes, multi-syllable, appropriate, irregular, Latin, analyze	
<input type="checkbox"/>	3RF 3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.					
<input type="checkbox"/>	3RF 3b.	Decode words with common Latin suffixes.					
<input type="checkbox"/>	3RF 3c.	Decode multisyllable words.					
<input type="checkbox"/>	3RF 3d.	Read grade-appropriate irregularly spelled words.					
Fluency							
<input type="checkbox"/>	3RF 4	Read with sufficient accuracy and fluency to support comprehension.				Why did you choose this selection? What can you do when the story/text doesn't make sense? What strategies can you use when you don't understand the text? Can you read this paragraph fluently and with expression? Why is it important to scan the page? Did you skim the page looking for information? Academic Vocabulary: selection, strategies, paragraph, fluently, expression, skimming, scanning, self-monitor	
<input type="checkbox"/>	3RF 4a.	Read on-level text with purpose and understanding.					
<input type="checkbox"/>	3RF 4b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings					
<input type="checkbox"/>	3RF 4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					



Opinion/Argument



WRITING: Opinion/Argument

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Text Types and Purposes							
<input type="checkbox"/>	3W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons.				Who is your audience? What is your purpose for writing? Have you stated an opinion or preference? Did you let your reader know your opinion or preference? How did you introduce your topic? Is your writing organized in a way that makes sense to your reader? Are you using cause and effect or sequence to help organize your writing? Are any important details or reasons left out of your writing? Do you use time-order words to help your reader understand when the events happened? Does your conclusion sum up or restate your opinion or purpose? From which point of view will you be writing? What linking words could you use to help your reader follow your thinking? Academic Vocabulary: fact/opinion, point of view, topic, introduction/conclusion statements, support, organizational structure, linking words	
<input type="checkbox"/>	3W 1 a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.					
<input type="checkbox"/>	3W 1 b.	Provide reasons that support the opinion.					
<input type="checkbox"/>	3W 1 c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.					
<input type="checkbox"/>	3W 1 d.	Provide a concluding statement or section.					

Informative/Explanatory



WRITING: Informative/Explanatory

<input type="checkbox"/>	3W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				Are you writing to inform or explain? What is your topic? Did you begin you writing with a topic sentence? What example, definitions, and details will you use to explain your topic? Talk to a partner about your topic. Can you get a quote from your partner for your writing? Why did you choose this topic?, Academic Vocabulary: topic, inform, explain, topic sentence, examples, definitions, details, quotations	
<input type="checkbox"/>	3W 2 a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.					
<input type="checkbox"/>	3W 2 b.	Develop the topic with facts, definitions, and details.					
<input type="checkbox"/>	3W 2 c.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.					
<input type="checkbox"/>	3W 2 d.	Provide a concluding statement or section.					

Narrative



WRITING: Narrative

<input type="checkbox"/>	3W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				Who is your story about? Where does your story take place? (Setting) Why was this setting important to your story? Do you have major and minor characters? What problem will the main character face? Does the problem change the characters acts or thoughts? Have you used details that will help your readers see and know the characters? What events will lead up to your conclusion? Where can you add more descriptive words and information to make your story more exciting? Academic Vocabulary: setting, major/minor character, problem, details, descriptive words, information, events, details, experience	
<input type="checkbox"/>	3W 3 a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.					
<input type="checkbox"/>	3W 3 b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.					
<input type="checkbox"/>	3W 3 c.	Use temporal words and phrases to signal event order.					
<input type="checkbox"/>	3W 3 d.	Provide a sense of closure.					



WRITING: All Genres

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Production and Distribution of Writing							
<input type="checkbox"/>	3W 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.)				What is the purpose for writing this piece? How will you persuade your audience? Why are you writing this piece? Who will be reading your writing? Who is your audience? How will you organize your writing? What information will you need to add to help your reader understand? Where can you add more information to help the reader understand? Are there any events, or details, you need to add so that your writing is organized well? Academic Vocabulary: organize, purpose, audience, chronological order, sequential order, cause/effect, develop, persuade, entertain, inform	
<input type="checkbox"/>	3W 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.)				What will you use to help you organize your ideas? Can you create a graphic organizer/thinking maps to help you sequence your ideas and events? Can you share with your partner what you plan to write? Does your partner have ideas that you can use? Have you completed your first draft? Can you re-write this so that the ideas/details are clearer? Is there a better way you could write your beginning? What is your topic sentence? Have you asked your partner to give you feedback about what you have written so far? Have you used your editing/proofreading checklist to help you make any changes? Academic Vocabulary: develop, plan, organize, purpose, editing, revising, proofreading, feedback	
<input type="checkbox"/>	3W 6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.				Have you and your group decided what you will write about? How will you divide the work so that you all contribute to the project? Where will you save your work until you are ready to print? What program will you use to publish your work? Word? PowerPoint? etc. What online resources can you use to help write your paper? Academic Vocabulary: technology, digital, word processing, copy and paste, PowerPoint, Google, search engine, toolbar, spellcheck	
Research to Build and Present Knowledge							
<input type="checkbox"/>	3W 7.	Conduct short research projects that build knowledge about a topic.				What is the topic of your report? Can you narrow your topic? What sources will you use to find information? What key words can you use to find your topic online? Where can you go to find more information? How will you give your sources credit? What is the page called where you will list your sources? Academic Vocabulary: topic, sources, information, key words, online on line: credit, cite, bibliography, citation page	
<input type="checkbox"/>	3W 8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				What sources did you use to find your information? What sources did you find on an internet search? What sources did you find in a library search? How can you paraphrase this sentence? Can you write this sentence using your own words? Is this information important to your research? Can you use an organizer to help you group your ideas? Academic Vocabulary: sources, list, bibliography, citation page, cite, note-taking, paraphrasing, internet search, library sources	
<input type="checkbox"/>	3W 9.	Standard begins in grade 4.					
Range of Writing							
<input type="checkbox"/>	3W 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				Write about..... You will have _____ minutes to write about.... What will you do to plan your writing? Use your proofreading checklist when you are editing and revision. Re-read your writing, or ask a partner to read it to see if there are additions your need to make. As you plan your paper, think about who your audience is and why you are writing. How is writing a report different from writing a narrative? Academic Vocabulary: research, report, narrative, reflection, revise, proofread, edit, audience, proofreading, checklist	

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.



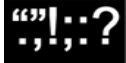
SPEAKING and LISTENING:

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Comprehension and Collaboration							
<input type="checkbox"/>	3SL 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.				Have you done your reading? Today you will be working in your teams... Ask your partner _____? Tell your partner everything you learned about _____. Did you listen carefully to your partner? Did you offer suggestions or comments when your partner was finished speaking? Academic Vocabulary: discussion, conversation, group work, understanding, role, comments, suggestion	
<input type="checkbox"/>	3SL 1a.	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.					
<input type="checkbox"/>	3SL 1b.	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).					
<input type="checkbox"/>	3SL 1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.					
<input type="checkbox"/>	3SL 1d.	Explain their own ideas and understanding in light of the discussion.					
<input type="checkbox"/>	3SL 2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				What was the main idea of the video; share with your partner. How did you decide this was the main idea? Using your own words, summarize the video with your partner. Can you explain this graph? This chart explains _____. Why is information put into charts or graphs? Can you think of any other information that could be graphed or charted? Academic Vocabulary: oral, media, video, graphs, graphics, charts, main idea, supporting ideas, summarize	
<input type="checkbox"/>	3SL 3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				What is the speaker trying to tell you? What is the speaker doing to support what he/she is saying? Do you believe what the speaker is saying? Why? What reasons made you agree/ disagree with what you heard or saw? Based on what you saw or heard, what conclusions did you come up with? Academic Vocabulary: reasons, speaker, support, evidence, points, opinions, conclusions	



SPEAKING and LISTENING:

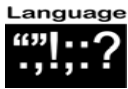
<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Presentation of Knowledge and Ideas							
<input type="checkbox"/>	3SL 4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.				What is the theme of your report or presentation? Did you write or present facts that were relevant? What descriptive words or language did you use? When you related the events, did they have a beginning, middle, and an end? Academic Vocabulary: theme, pace, descriptive, relate, recount, recall, relevant	
<input type="checkbox"/>	3SL 4.a	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.					
<input type="checkbox"/>	3SL 5.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.				What is the theme of your presentation? What visuals will you use to enhance your presentation? Have you practiced your reading emphasizing important words or points? How is your pacing? At what time in your presentation will you show your visuals? Do your visuals support your presentation theme? Academic Vocabulary: presentation, display, visual, theme, enhance, emphasizing	
<input type="checkbox"/>	3SL 6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)				Who is your audience? Would you use formal, or informal, English with this audience? Why would you use formal English? Why would you use informal English? What type of language do you use when talking to friends? What type of language do you use when giving a presentation? What is the specific vocabulary that relates to your topic? When will you use this specific vocabulary? Academic Vocabulary: audience, formal English, informal English, presentation, respond, specific vocabulary	



LANGUAGE: Conventions

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development	
Conventions of Standard English								
<input type="checkbox"/>	3L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
<input type="checkbox"/>	3L 1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.				<p>Listen as I read what you wrote. Did that sound right? Read what you wrote slowly? Did you write what you just said? Is there another word that would be specific? How would you write that word when you are comparing two people or objects? How would you write that word when you are comparing three or more people or objects?</p> <p>Academic Vocabulary: comparative, superlative, specific, object, simple, compound, complex sentences</p>		
<input type="checkbox"/>	3L 1b.	Form and use regular and irregular plural nouns.						
<input type="checkbox"/>	3L 1c.	Use abstract nouns (e.g., childhood).						
<input type="checkbox"/>	3L 1d.	Form and use regular and irregular verbs.						
<input type="checkbox"/>	3L 1e.	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.						
<input type="checkbox"/>	3L 1f.	Ensure subject-verb and pronoun-antecedent agreement.*						
<input type="checkbox"/>	3L 1g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.						
<input type="checkbox"/>	3L 1h.	Use coordinating and subordinating conjunctions.						
<input type="checkbox"/>	3L 1i.	Produce simple, compound, and complex sentences.						
<input type="checkbox"/>	3L 1j.	<u>Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</u>						
<input type="checkbox"/>	3L 1k.	<u>Use reciprocal pronouns correctly.</u>						
<input type="checkbox"/>	3L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<input type="checkbox"/>	3L 2a.	Capitalize appropriate words in titles.				<p>What words in this sentence should be capitalized? How should this sentence be written to show someone is talking? How would you make this a compound sentence? How should this sentence be written correctly?</p> <p>Academic Vocabulary: analogies, generalization, dictionary appropriate, roots, affixes, compound and simple sentences, conjunctions, quotes</p>		
<input type="checkbox"/>	3L 2b.	Use commas in addresses.						
<input type="checkbox"/>	3L 2c.	Use commas and quotation marks in dialogue.						
<input type="checkbox"/>	3L 2d.	Form and use possessives.						
<input type="checkbox"/>	3L 2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).						
<input type="checkbox"/>	3L 2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.						
<input type="checkbox"/>	3L 2g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.						
Knowledge of Language								
<input type="checkbox"/>	3L 3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
<input type="checkbox"/>	3L 3a	Choose words and phrases for effect.*				<p>Have you determined the purpose for your speech/writing/presentation? Who will be your audience? Is the tone or style appropriate to your audience? Have you followed the rules of punctuation and grammar? Did you practice your presentation with your group, and did they provide you with feedback? In your group, did you talk about using precise language to convey your ideas? Did you use a thesaurus to locate other ways to say _____? Did you use quotes, questions, or exclamations to add to importance to your writing/presentation?</p> <p>Academic Vocabulary: purpose, presentation, audience, tone, style, punctuation, grammar, precise, thesaurus, quote, speech</p>		
<input type="checkbox"/>	3L 3b	Recognize and observe differences between the conventions of spoken and written standard English.						

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 (). See the table "Language Progress Skills, by Grade" for a complete list and Appendix A for an example of how these skills develop in sophistication.



LANGUAGE: Knowledge of Language and Vocabulary

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Knowledge of Language							
<input type="checkbox"/>	3L 3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
<input type="checkbox"/>	3L 3a	Choose words and phrases for effect.*				Have you determined the purpose for your speech/writing/presentation? Who will be your audience? Is the tone or style appropriate to your audience? Have you followed the rules of punctuation and grammar? Did you practice your presentation with your group, and did they provide you with feedback? In your group, did you talk about using precise language to convey your ideas? Did you use a thesaurus to locate other ways to say _____? Did you use quotes, questions, or exclamations to add to importance to your writing/presentation? Academic Vocabulary: purpose, presentation, audience, tone, style, punctuation, grammar, precise, thesaurus, quote, speech	
<input type="checkbox"/>	3L 3b	Recognize and observe differences between the conventions of spoken and written standard English.					
Vocabulary Acquisition and Use							
<input type="checkbox"/>	3L 4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.				What strategies have you used to help you figure out what this word means? Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word? Have you read the sentences around the word to help you determine what the word means? Can you go online and search for the meaning of the word? Did you check the thesaurus for other ways you can write _____? Academic Vocabulary, multiply meaning, precise, definition, affixes (prefix, suffixes)	
<input type="checkbox"/>	3L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.					
<input type="checkbox"/>	3L 4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).					
<input type="checkbox"/>	3L 4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).					
<input type="checkbox"/>	3L 4d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <i>in all content areas</i> .					
<input type="checkbox"/>	3L 5	Demonstrate understanding of word relationships and nuances in word meanings.				Question Stems and Prompts What real-life connections can you make? In what other context could this word be used? Without changing the meaning, what word could you add to make the sentence stronger? What word would best describe this character? What is the literal meaning of this sentence? What is the purpose of writing with "non-literal" words or phrases? Academic Vocabulary: shades of meaning, literal meaning, non-literal meaning, real life- connections, context, specific	
<input type="checkbox"/>	3L 5a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).					
<input type="checkbox"/>	3L 5b.	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).					
<input type="checkbox"/>	3L 5c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).					
<input type="checkbox"/>	3L 6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).				Without changing the meaning of the sentence, which word can best be used to replace the underlined part? What word would best describe _____? Can you restate this sentence using more precise words? Can you replace a word in this sentence with another word that is more precise or specific? Academic Vocabulary: Academic, specific, general, emotions, actions, precise, shades of meaning	



Level	OPINION WRITING	ORGANIZATION and FOCUS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<input type="checkbox"/> Meets all expectations set forth in (3) <input type="checkbox"/> Provides reasons that are supported by facts and details <input type="checkbox"/> Uses vivid and descriptive language that supports the genre	<input type="checkbox"/> Meets all expectations set forth in (3) <input type="checkbox"/> Paper is well-developed with smooth transitions and indentations	<input type="checkbox"/> Meets all expectations set forth in (3) <input type="checkbox"/> Uses coordinating conjunctions (and, but, or, yet, nor, so) <input type="checkbox"/> Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate <input type="checkbox"/> Uses underlining, quotation marks or italics to identify titles of documents when appropriate <input type="checkbox"/> Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate <input type="checkbox"/> Consults reference materials, as needed to check and correct spelling (CCSS L 2)	Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
3 Meets	<input type="checkbox"/> Begins with a clear and interesting topic sentence that states an opinion about a topic and/or text (CCSS W 1a) <input type="checkbox"/> Paper includes relevant and supporting sentences (CCSS W 1a) <input type="checkbox"/> Organizational structure lists reasons (CCSS W 1a) <input type="checkbox"/> Provides reasons that support the opinion (CCSS W 1b) <input type="checkbox"/> Use linking words and phrases such as, <i>also, because, therefore, since, and, for example</i> to connect opinion and reasons (CCSS W 1c) <input type="checkbox"/> Uses sources such as, print and internet to gather information about the topic <input type="checkbox"/> Provides a concluding statement or section (CCSS W 1d)	<input type="checkbox"/> Includes well-developed supporting facts and details <input type="checkbox"/> Uses transition words to move the reader from one detail to the next <input type="checkbox"/> Clearly planned writing with graphic organizer such as elements and/or rough draft <input type="checkbox"/> Document is neat and legible	<input type="checkbox"/> Uses a variation of simple, compound, and complex sentences (CCSS L 1k) <input type="checkbox"/> Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly <input type="checkbox"/> Uses past, present, and future verb tenses correctly (CCSS L1g) <input type="checkbox"/> Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (CCSS L 2 b/c) <input type="checkbox"/> Capitalizes geographical names, holidays, historical periods, and titles of stories (CCSS L 2a) correctly <input type="checkbox"/> Spells one-syllable words that have blends, contractions, compounds, orthographic patterns (doubling consonants, change <i>y</i> to <i>ies</i>), and common homophones correctly most of the time <input type="checkbox"/> Forms and uses possessives correctly, when applicable (CCSS L 2d)	
2 Almost Meets	<input type="checkbox"/> Lacks topic sentence <input type="checkbox"/> Opinion is not evident <input type="checkbox"/> Supporting sentences are weak and/or unclear	<input type="checkbox"/> Includes simple supporting details that follow a logical order <input type="checkbox"/> Rough draft or graphic organizer is incomplete	<input type="checkbox"/> Writes mostly simple sentences with correct punctuation <input type="checkbox"/> Some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles <input type="checkbox"/> Some correct use of past, present and future verb tenses <input type="checkbox"/> Some correct use of punctuation, commas and capitalization <input type="checkbox"/> Many spelling errors	
1 Does Not Meet	<input type="checkbox"/> Limited information on topic <input type="checkbox"/> Does not state opinion <input type="checkbox"/> Includes little to no facts for focus	<input type="checkbox"/> Disjointed ideas <input type="checkbox"/> No evidence of rough draft or graphic organizer	<input type="checkbox"/> Writes incomplete sentences <input type="checkbox"/> No subject/verb agreement or usage of pronouns, adjectives, compound words and articles <input type="checkbox"/> Incorrect use of past, present, and future verb tenses <input type="checkbox"/> Uses no punctuation, commas and capitalization <input type="checkbox"/> Poor spelling	


W Writing Standards –OPINION/ARGUMENT
K-5
TEXT TYPES and PURPOSES*:

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

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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., <i>My favorite book is . . .</i>).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. 	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. 	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). Provide a concluding statement or section related to the opinion presented.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.




Informative/Explanatory



W Writing Standards – INFORMATIVE/EXPLANATORY

K-5

TEXT TYPES and PURPOSES*:

 **ANCHOR STANDARD 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.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>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.</p>	<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>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.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.



W Writing Standards - NARRATIVE **K-5**

TEXT TYPES and PURPOSES*:

ANCHOR STANDARD 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.



W Writing Standards – ALL GENRES						K-5
PRODUCTION and DISTRIBUTION of WRITING						
ANCHOR STANDARD 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
4. (Begins in grade 2) CA		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.) CA	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.)	4. Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA	4. Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA	
ANCHOR STANDARD 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	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.)	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.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	
ANCHOR STANDARD 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	



W Writing Standards – ALL GENRES continued **K-5**

RESEARCH to BUILD and PRESENT KNOWLEDGE

ANCHOR STANDARD 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ANCHOR STANDARD 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.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ANCHOR STANDARD 9: Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> 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].”). 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”). 	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> 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]”). 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]”).



W Writing Standards – ALL GENRES continued						K-5
RANGE of WRITING						
ANCHOR STANDARD 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.						
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
10. (Begins in grade 2) CA		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	