

Lady Liberty Academy

# First Grade Curriculum

# Language Arts

# Revised 2014

Introduction

Lady Liberty Academy's Common Core Standards curriculum is built upon interdisciplinary thematic units for each 14-week trimester. Within each theme are essential "Big Idea" questions that are geared to foster a love of learning and a desire to understand the world around us.   Thematic units also offer an academically rigorous and effective method of approaching the Common Core Standards.   Multiple novels, children's magazines, nonfiction texts, math manipulatives, and iPads make up the majority of materials in the classrooms. Our curricula is “living”, which means it is continuously refined to meet the needs of students by being relevant and engaging.

Lady Liberty Academy recognizes that all students learn at different rates; therefore, teachers need to meet students at their current academic level, whether it's below grade level or above.  The ***Vertical Progression Guide*** document outlines each standard as it develops in complexity through the grade levels.  Teachers are expected to use the ***Vertical Progression Guide*** to fill in gaps in learning from previous grades, and to challenge advanced students who are ready for above-grade-level assignments. A vertical progression guideline is located at the end of each grade level curriculum.

All of our curriculum units may be found online through the ***Departments*** tab on our school website at [www.LLACS.org](http://www.LLACS.org).

**Year-At-A-Glance: First Grade Curriculum Pacing Guide Overview**

**Essential question:** Who am I and how can I explore the world around me?

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|  | **Trimester 1** | | **Trimester 2** | **Trimester 3** | |
| **Theme** | *We All Live Together* | | *Changes* | *Message in a Bottle* | |
| **Reading Standards** | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7 | | RF 1.2a,b,c, RF 1.3 a b, d, d  RF 1.4 a, b, c  RL 1.1 a, RL 1.7 RI 1.8, RI1.9 | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9 | |
| **Writing Standards** | W 1.2, W 1.7 | | W 1.3, W1.5, W.1.7, W 1.6, W 1.8 | W 1.1, W 1.2, W1.5, W.1.7 | |
| **Speaking & Listening Standards** | SL 1.1 a, b, c | | SL 1.1 a, b, c, SL 1.4, SL 1.5 | SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6, | |
| **Language Standards** | L 1.1a, L 1.2 b, e, L 1.5, L 1.6 | | L 1.1 a, d, f, h, i, f, L 1.2 a, b, e, L 1.4 a b, c, L 1.5 a, b, c, L 1. 6 | L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. | |
| **Story of the week** | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
| Sam Come Back  Pig in a Wig  The Big Blue Ox A Fox and a Kit  Get the Egg  Animal Park | A Big Fish for Max  The Farmer in the Hat  Who Works Here?  The Big Circle  Life in the Forest  Honey Bees | An Egg is An Egg  Ruby in her Own Time  Jan’s New Home  Frog and Toad Together  I’m a Caterpillar  Where are my Animal Friends | Mamas Birthday Present  The Dot  Minster Bones  The Lady in the Moon  Peter’s Chair  Henry and Mudge | Tippy-Toe Chick, Go!  Mole and the Baby Bird  Dot & Jabber  Simple Machines  Alexander Graham Bell  Ben Franklin |
| **Writing** | Informative Writing | | Personal Narrative | Opinion & Informative Writing | |
| **DRA Assessing** | September/October 2014 | | January/February | May/June | |
| **Study Island Assessments** | Pre Assessments: September Post Assessment: November/December | | Pre Assessments: November/December  Post Assessment: February/March | Pre Assessments: February/March  Post Assessment: May/June | |
| **STEM Project** | 3-Dimentional Communities | | Heart and circulatory System | How we learned to fly | |
| **Project Base Learning** | Animal Expert Book | | All About Me Book | Book Report and Animal Expert Book | |

1.1 - We All Live Together

**Essential question:** Who am I and how can I explore the world around me? This interdisciplinary unit will focus on the relationships between people and their surroundings. The students will study their relationship within their family, connections with their community, and the relationship between people and animals.

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| **Essential questions:** | **Big ideas:** |
| How are people and animals important to one another?  How can animals help people?  What can we learn about animals by watching them?  What is a community?  How do animals work together to survive?  How do plants and animals live together?  Who makes neighborhoods a nice place to live?  What does a family do together? | * There are many kids of animals, and some are friendly while others are wild animals that do not live with people. * People and animals live near each other (in a city, on a farm and ranches, in zoos, parks and in the wild). * People and animals need each other (people needs animals: pets, helpers, fun to watch; animals need people: feed protect, keep healthy). * People live, work, learn and play together (school, home, store, office). * There are many different groups of people (families, classmates, and neighborhoods). * People in communities help each other (families, classmates, community helpers). |

**PBL Unit 1:** Students will write an animal exploration book and create a three-dimensional diorama displaying an animal in a South American habitat. Students will research the classification, habitat, and camouflage (purpose of predator and prey) of their chosen animal. (W 1.2 and W 1.7) <http://www.thecurriculumcorner.com/thecurriculumcorner123/2013/03/05/all-about-animals-nonfiction-book-for-writing/>

**STEM Unit 2:** Students will create a three-dimensional community. Students will research and identify the types of buildings found in their community and apply that information to plan, design, and construct buildings using three-dimensional shapes to create a community. Data will be collected, recorded, and evaluated using charts, graphs, or spreadsheets. ( 1.GA.1, 1, GA.2, 1.MD.C4, SL.1.1.B, RI,1,10, RI. 1.7

**Author Study:** Doreen Cronin

<http://prezi.com/txxu2mmog1kh/doreen-cronin-author-study/>

**Field trip:** Turtle Back Zoo, Post office

**Videos:** Discoveryeducation.com, Brainpopjr, teachertube, youtube

School house rock Nouns: <https://www.youtube.com/watch?v=Qk4N5kkifGQ>

Scholastic news <http://sni.scholastic.com/SN1>

**Suggested Books:**

We’re going on a Bear hunt by *Michael Rosen*

Arthur’s Pet Business By *Marc Brown*

The story of Ferdinand By *Munro Leaf*

Little Lizard New Pet By *Mindy Crow and*

Pete the Cat by *Eric Litwin*

We are in a Book By *Mo Willems*

Time for Bed By *Mem Fox*

From Head to Toe By *Eric Carl*

Click Clack Moo By *Doreen Cronin*

I went Walking By *Sue Williams*

Mrs. Wishy-Washy’s Farm By *Joy Crowley*

Friends By *Helme Heine*

Pet Show By *Ezra Jack Keats*

**Big Books:** A Kid’s Best Friend, Babies on the Go**,** A City **,** A Frog in a Bog

**Spelling Words** (**\*** Words in the selection)

Unit 1 Reading Street

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| at | \* in | \* mom | nap | bed | \* run |
| can | \* it | \* hot | \* naps | men | cut |
| \* cat | \* did | \* hop | sit | \* red | must |
| \* back | sit | \* pot | \* sits | step | \* sun |
| dad | \* six | \* pop | win | ten | \* up |
| am | \* fix | \* ox | wins | \* net | \* bump |
| bat | lip | lock | fit | leg | jump |
| mad | \* mix | \* mop | fits | jet | bus |
| \* ran | pin | got | hit | sled | nut |
| \* sack | \* wig | rock | hits | wet | rug |
| \* way | \* and | \* help | \* her | \* saw | \* many |
| \* on | \* take | \* use | \* too | \* your | \* into |

Unit 2 Reading Street

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| \*fish | \* in | \* mom | nap | bed | \* run |
| rush | \* it | \* hot | \* naps | men | cut |
| \* want | \* did | \* hop | sit | \* red | must |
| \* good | sit | \* pot | \* sits | step | \* sun |
| shell | \* six | \* pop | win | ten | \* up |
| ship | \* fix | \* ox | wins | \* net | \* bump |
| shop | lip | lock | fit | leg | jump |
| shut | \* mix | \* mop | fits | jet | bus |
| \*then | pin | got | hit | sled | nut |
| \* trash | \* wig | rock | hits | wet | rug |
| \*with | \* and | \* help | \* her | \* saw | \* many |
| thin | \* take | \* use | \* too | \* your | \* into |

|  |  |  |
| --- | --- | --- |
| **Unit. Lesson** | **Weekly Objectives** | **Corresponding CCSS** |
| **1.1** | **Phonics**: Associate the sound /a/ with the letter a. Blend, read and build regular short a words.  **Spelling:** Segment sounds to spell words. Spell words with short a. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify characters in a story. Recognize high frequency words.  **Writing:** Write sentences.  **Grammar:** Identify sentences. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **1.2** | **Phonics**: Associate the sound /i/ with the letter i. Blend, read and build regular short i words. Associate sounds /ks/ with the letter x. Blend, read and build words with final x.  **Spelling:** Segment sounds to spell words. Spell words with short i. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Distinguish realism and fantasy. Recognize high frequency words.  **Writing:** Write sentences. Practice capitalization and punctuation.  **Grammar:** Identify naming parts of sentences. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **1.3** | **Phonics**: Associate the sound /o/ with the letter o. Blend, read and build regular short o words. Associate sounds /s/ and /z/ with the letter s. Blend, read and sort –s plural words.  **Spelling:** Segment sounds to spell words. Spell words with short o. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify character and setting. Recognize high frequency words.  **Writing:** Answer journal prompts in complete sentences.  **Grammar:** Identify action parts of sentences | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **1.4** | **Phonics**: Use structural cues to decode words with inflected ending –s. Blend, read and sort words with the inflected ending –s without spelling changes. Associate sounds /s/ and /z/ with the letter s. Blend, read and sort –s plural words.  **Spelling:** Segment sounds to spell words. Spell words with short o. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify main idea. Recognize high frequency words.  **Writing:** Write sentences. Begin brainstorming on what South America animal to research.  **Grammar:** Identify correct word order. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **1.5** | **Phonics**: Associate the sound /e/ with the letter e. Blend, read and build regular short e words. Associate initial consonant blends with their sounds. Ex. Gr, tr, sl, fl, dr…Blend, read and build words with initial consonant blends.  **Spelling:** Segment sounds to spell words. Spell words with short e. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Distinguish realism and fantasy. Recognize high frequency words.  **Writing:** Write sentences. Edit work on writing.  **Grammar:** Identify telling sentences. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **1.6** | **Phonics**: Associate the sound /u/ with the letter u. Blend, read and build regular short u words. Associate final consonant blends with their sounds. Ex…. nd, nt, st, lt, lp. Blend, read and sort words with final consonant blends.  **Spelling:** Segment sounds to spell words. Spell words with short u. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Recognize cause and effect. Recognize high frequency words.  **Writing:** Write sentences. Rewrite for final draft Add details to pictures. Prepare for publishing.  **Grammar:** Identify questions. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **2.1** | **Phonics**: Associate the sound /sh/ with sh and /th/ and th. Blend, read and sort words with diagraphs sh, th. Associate /o/ with the letter a followed by l or ll. Blend, read and sort words that have the vowel sound in *ball*.  **Spelling:** Segment sounds to spell words. Spell words with diagraphs sh, th. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify main idea. Recognize high frequency words.  **Writing:** Write sentences. Respond to stories and journal entries.  **Grammar:** Identify nouns | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **2.2** | **Phonics**: Associate the sound /a/ with the CVCe spelling pattern. Blend, read, and build regular long a words. Blend, read, and build regular long a words. Associate /s/ with the letter c and the sound /j/ with the letter g. Blend, read and build words with c/s/, g/j/.  **Spelling:** Segment sounds to spell words. Spell words with long a CVCe. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Recognize cause and effect. Recognize high frequency words.  **Writing:** Write sentences. Respond to stories and journal entries.  **Grammar:** Identify proper nouns. Use proper nouns in writing. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **2.3** | **Phonics**: Associate the sound /i/ with the CVCe spelling pattern. Blend, read, and build regular long i words. Associate the sound /hw/ with wh and /ch/ with ch and tch. Blend, read, and sort words with diagraphs wh, ch, tch.  **Spelling:** Segment sounds to spell words. Spell words with long i CVCe. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify author’s purpose. Recognize high frequency words.  **Writing:** Write sentences. Respond to stories and journal entries.  **Grammar:** Identify proper nouns, special titles. Capitalize special titles. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **2.4** | **Phonics**: Associate the sound /o/ with the CVCe spelling pattern. Blend, read, and build regular long o words. Use structural cues to recognize contractions n’t, ‘m, ‘ll. Read and sort contractions n’t, ‘m, ‘ll.  **Spelling:** Segment sounds to spell words. Spell words with long o CVCe. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify sequence. Recognize high frequency words.  **Writing:** Write sentences. Respond to stories and journal entries.  **Grammar:** Identify proper nouns. Capitalize days, months, and holidays. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **2.5** | **Phonics**: Associate the sound /u/ with the CVCe spelling pattern. Blend, read, and build regular long u words. Use structural cues to decode words with inflected ending –ed /t/, /d/, /ed/. Read and sort inflected ending –ed /t/, /d/, /ed/.  **Spelling:** Segment sounds to spell words. Spell words with long o CVCe. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify author’s purpose. Recognize high frequency words.  **Writing:** Write sentences. Respond to stories and journal entries. Write and list nonfiction facts.  **Grammar:** Identify one and more than one. Write about one and more than one. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |
| **2.6** | **Phonics**: Associate the sound /e/ with the e and ee. Blend, read, and build regular long e; e, ee words. Use structural cues to decode words with syllable pattern VCCV. Blend, read, and sort words with VCCV syllable pattern.  **Spelling:** Segment sounds to spell words. Spell words with long e; e, ee. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify similarities and differences. Recognize high frequency words.  **Writing:** Write and list nonfiction facts.  **Grammar:** Identify one and more than one. Write about one and more than one. | RL 1.1, a, RL 1.3, RF 1.2a,b,c, RF1.3d, RF 1.3 b, d, RF 1.4 a, b, c, RL 1.7, RI 1.5, RI 1.7, W 1.1, W 1.5, SL 1.1 a, b, c, L 1.1a, L 1.2 b, e, L 1.5, L 1.6 |

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| **We All Live Together**  **First Grade Reading Street Pacing Guide**  *How are people and animals important to one another?* 2014-2015 Trimester 1  **Science and Social Studies Content** | | | | | | | | | | |
| **Big Book** | **Literature** | **Leveled Readers** | | **Comprehension** | **Phonic/**  **Spelling Skill** | **High Frequ. Words** | **Writing** | **Grammar** | | **Assessment** |
|  | Grade K Review | DRA Assessments begin | |  |  |  |  |  | |  |
| A Kid’s Best Friend | 1.1 Sam, Come Back! | **BL:** Sam the Duck  **OL**: Mack the Cat  **AL:** Carlos Picks a Pet | | **Skill:** Character  **Strategy:** Monitor and Fix Up | Short a/final -ck | In, On, Way | Writing sentences, story response. Journal entry, | Sentences | | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| A Kid’s Best Friend | 1.2 Pig in a Wig | **BL:** Look at Bix  **OL:** They Are Sick  **AL**: Look at That Cat | | **Skill:** Realism/fantasy  **Strategy:** Summarize | Short i/final x | And, Take, Up, | Story response, Journal entry Create a book using the writing process. | Naming parts of a sentence | | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| A Kid’s Best Friend | 1.3 The Big Blue Ox | **BL:** Rob, Mom, Socks  **OL:** Tom and Pam  **AL**: Loni’s Town | | **Skill:** Character and setting  **Strategy:** Visualize | Short o/ | Get, Help, Use | Sentence notes, story responses. Create a book using the writing process. | Naming action parts of sentences | | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Babies on the Go | 1.4 A Fox and a Kit | **BL:** Time to Eat  **OL:** This Fox and That Fox  **AL**: Baby Animals of the Rain Forest | | **Skill:** Main idea  **Strategy:** Ask questions | Add –s/plurals | Eat, Her, Too, This, | Story responses  Journal entry  Create a book using the writing process. | Word order | | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Babies on the Go | 1.5 Get the Egg! | **BL:** They Help Animals  **OL:** What Animals Do You see?  **AL:** A Wildlife Buffet | | **Skill:** Realism/fantasy  **Strategy:** Story Structure | Short e/initial blends | Saw, Small, Tree, Your | Journal entry, Story responses. Create a book using the writing process. | Questions | | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Babies on the Go | 1.6 Animal Park | **BL:** Animals in the Sun  **OL:** Will we see Animals  **AL:** Animals Around the World | | **Skill:** Cause and Effect  **Strategy:** Monitor and Fix Up | Short u/final blends | Home, Into, Many, Them | Story responses. Create a book using the writing process. | Questions | | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| **Big idea:** *Communities*  **First Grade Reading Street Pacing Guide**  *What is a community?* 2014-2015 Unit 2  **Science and Social Studies Content** | | | | | | | | | | |
| **Big Book** | **Literature** | **Leveled Readers** | **Comprehension** | | **Phonic/**  **Spelling Skill** | **High Frequ. Words** | **Writing** | **Grammar** | **Assessment** | |
| A City | 2.1 Max and Ruby: A Big Fish for Max | **BL:** Fun for Families  **OL:** All Kinds of Families  **AL:** School Rules | **Skill:** Main idea  **Strategy:** Predict | | Digraphs/vowel sound in ball *sh, th* | Catch, good, put, want | Journal entry, Story responses. Create a book using the writing process | Nouns | Snapshot Vocabulary & Comprehension Test  Spelling Test | |
| A City | 2.2 The Farmer in the Hat | **BL:** The play  **OL:** The class  **AL:** School Then and now | **Skill:** Cause and Effect  **Strategy:** Monitor and Fix up | | Long a CVCe/  soft c and g | Be, could, horse, old, paper | Journal entry, Story responses. Create a book using the writing process | Proper nouns | Snapshot Vocabulary & Comprehension Test  Spelling Test | |
| A City | 2.3 Who Works Here? | **BL:** My Neighborhood  **OL:** Neighborhoods  **AL:** Mayor Mom | **Skill:** Author’s Purpose  **Strategy:** Ask Question | | Long I with CVCe | Live, out, people, who, work | Journal entry, Story responses. Create a book using the writing process , | Special Title | Snapshot Vocabulary & Comprehension Test  Spelling Test | |
| A Frog in a Bog | 2.4 The Big Circle | **BL:** We Look at Dinosaurs  **OL:** Dinosaur Herds  **AL:** Dinosaurs Detectives | **Skill:** Sequence  **Strategy:** Monitor and Fix up | | Long O with CVCe/  contractions | Down, inside, now, there, together | Journal entry, Story responses. Create a book using the writing process | Days/months/  holidays | Snapshot Vocabulary & Comprehension Test  Spelling Test | |
| A Frog in a Bog | 2.5 Life in the Forest | **BL:** The Forest  **OL:** Help Forest  **AL:** Links in the Food Chain | **Skill:** Author’s Purpose  **Strategy:** Preview | | Long U with CVCe/inflection ending -ed | Find, food, grow, under, water | Journal entry, Story responses. Create a book using the writing process | One and more than one | Snapshot Vocabulary & Comprehension Test  Spelling Test | |
| A Frog in a Bog | 2.6 Honey Bees | **BL:** Worker Bees  **OL:** We Use Honey  **AL:** A Beekeeper’s Work | **Skill:** Author’s Purpose  **Strategy:** Preview | | Long Words with Long e, ee | Also, family, new, other, some, their | Journal entry, Story responses. Create a book using the writing process | Nouns in a sentence | Snapshot Vocabulary & Comprehension Test  Spelling Test | |

**Assessments:**

Developmental Reading Assessment (DRA2) and Word Analysis

Scott Foresman Leveled Reader Vocabulary and Comprehension Test

The Best Pet Book Rubric (rubric directly refers to standards)

Three-Dimensional community checklist and rubric (rubric directly refers to standards)

Weekly Spelling Test

*Study Island* Teacher-Created MP 1 Assessment

Weekly Common core Snapshots ELA and Math

1.2: Growing and Changing

**Essential question:** Who am I and how can I explore the world around me? This interdisciplinary unit will focus on the relationships between changes in nature and the changes in life. The students will study the change around them as well as applying new vocabulary, exploring the concept of change using scientific skills of observation, predicting, compare and contrast, and asking questions.

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| **Essential questions:** | **Big ideas:** |
| How do we grow?  What do we learn as we change and grow?  Why are changes exciting?  How does nature change during the year?  What changes can we observe in nature?  What changes happens in a garden?  What is changing in our world?  How do humans adapt changes as they grow? | * We are changing (growing learning new things, getting new ideas. * The world around us is changing (tree and plants, people and animals, weather and seasons, day or night. * Some things do not change unless we change them. (Chair, window, objects). * People live, work, learn and play together (school, home, store, office). * Living organisms (including humans) need food, air, water and shelter to survive. * Animals and humans adapt to change in order to survive. * The three types of forms of water for the water cycle. |

**PBL Unit 3:** Students will write a personal narrative answering three of the essential questions by writing a narrative book entitled *All About Me.* Students will create a timeline and discuss the changes in their life that answers this unit’s essential questions. They will conduct interviews with different family member and design a family tree in their books. Students can create these books on Storybird.com or by hand. (W 1.8, W 1.3, W 1.5)

**STEM Unit 3:** Students will learn about the heart and the circulatory system. They will research, investigate, and experiment to find out how physical activity affects the rate of a person’s heartbeat. Students will plan and conduct a series of experiences to determine which types of activities increase a person’s heartbeat. Data will be collected, recorded, and evaluated using charts, graphs, and/or spreadsheets. (1. MDA.1, 1. MD.C4, 1. NBT.B3, RI 1.6, RI 1.1

**Author Study:** Arnold Lobel <https://www.youtube.com/watch?v=NRehnXgb1NY>

**Field trip:** Barnes and Noble

**Videos:** Very Hungry Caterpillar animated story: <http://www.youtube.com/watch?v=srk8aAaTFXE&feature=related>

Animated life cycle: <http://www.youtube.com/watch?v=7kAUgMEPFBY&feature=fvsr>

Time Lapse Monarch coming out of cocoon: <http://www.youtube.com/watch?v=R5QH3bGF4uU&feature=related>

Life Cycle of Butterfly narrated for kids: <http://www.youtube.com/watch?v=KRsmbTArnAA>

Easy book to read aloud about bee life cycle: <http://www.youtube.com/watch?v=0yF5O26vYT8>

Ladybugs: <http://www.youtube.com/watch?v=SvHWxDjfFB8>

Ladybug Life Cycle: <http://www.youtube.com/watch?v=6zrDGh2DIRU>

FREE PowerPoint: <http://www.teacherspayteachers.com/Product/Amazing-Animal-Life-Cycles-244555>

**Suggested Books:**

The Very Hungry Catepiller By Eric Carle Moving Day by Susan Blackaby

Insects grow and change by Elaine Pascoe Yoo Hoo Lady Bug By Mem Fox

Weather By Seymour Simon Ladybug Girl By David Soman

National Geographic Readers: Weather by Kristin Baird The Grouchy Lady Bug by Eric Carle

Weather Everywhere by Denise Casey Weather By Pamela Chanko

From Caterpillar to Butterfly By Debroah Heilligaman

**Big Books:**

Mr. George Baker

What Makes the Seasons

**Unit 3 Spelling Words\*** *Words in the selection*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| \* my | bring | fix | Ask | her | bigger |
| by | trunk | fixes | \* asked | first | biggest |
| try | pink | class | plan | \* bird | faster |
| any | bank | classes | planned | girl | fastest |
| body | sang | wish | \* help | burn | slower |
| fly | \* wing | \* wishes | helped | were | slowest |
| cry | rink | kiss | jog | shirt | \* shorter |
| lucky | blank | kisses | jogged | fur | shortest |
| silly | rang | bus | call | hurt | sadder |
| Puppy | sunk | \* buses | called | sir | \* saddest |
| \* things | \* every | \* friends | \* again | \* visit | \*good-bye |
| \* always | \* sure | \* very | \* soon | \* done | \* before |

|  |  |  |
| --- | --- | --- |
| Unit  Lesson | Weekly Objectives | Corresponding CCSS |
| **3.1** | **Phonics**: Associate the sound /i/ and /e/ with y. Blend, read and sort words with the vowel sound y. Associate the CV spelling pattern with the long vowel sound. Blend, read and sort CV words.  **Spelling:** Segment sounds to spell words. Spell words with short y. Apply Knowledge of letter sounds to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Compare and contrast parts of a story. Recognize high frequency words.  **Writing:** Write sentences. Respond to stories and journal entries. Write and list nonfiction facts.  **Grammar:** Identify action verbs. | RF 1.2a,b,c, RF 1.3 a b, d, d  RF 1.4 a, b, c  RL 1.1 a, RL 1.7 RI 1.8, RI1.9  W 1.3, W1.5, W.1.7, W 1.6, W 1.8  SL 1.1 a, b, c, SL 1.4, SL 1.5  L 1.1 a, d, f, h, i, f, L 1.2 a, b, e, L 1.4 a b, c, L 1.5 a, b, c, L 1. 6 |
| **3.2** | **Phonics**: Associate the sound /ng/ with ng and /ngk/ with nk. Blend, read and build words with ng and nk. Use structural cues to decode compound words. Blend, read, and sort compound words.  **Spelling:** Segment sounds to spell words. Spell words with short i. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify plot. Recognize high frequency words.  **Writing:** Wr Write sentences. Respond to stories and journal entries. Write and list nonfiction facts.**Grammar:** Identify verbs that add –s. | RF 1.2a,b,c, RF 1.3 a b, d, d  RF 1.4 a, b, c  RL 1.1 a, RL 1.7 RI 1.8, RI1.9  W 1.3, W1.5, W.1.7, W 1.6, W 1.8  SL 1.1 a, b, c, SL 1.4, SL 1.5  L 1.1 a, d, f, h, i, f, L 1.2 a, b, e, L 1.4 a b, c, L 1.5 a, b, c, L 1. 6 |
| **3.3** | **Phonics**: Use structural cues to decode words with ending –es and plurals formed with –es. Blend, read, and sort ending –es words and plural –es words. Associate the sound /or/ with or, ore. Blend, read and build r-controlled or, ore words.  **Spelling:** Segment sounds to spell words. Spell words with ending –es; plural -es. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify the theme of a story. Recognize high frequency words. Summarize details in text to monitor and fix up.  **Writing:** Write sentences. Respond to stories and journal entries. Write and list nonfiction facts.  **Grammar:** Identify verbs. Determine if the verb is form two or more. | RF 1.2a,b,c, RF 1.3 a b, d, d  RF 1.4 a, b, c  RL 1.1 a, RL 1.7 RI 1.8, RI1.9  W 1.3, W1.5, W.1.7, W 1.6, W 1.8  SL 1.1 a, b, c, SL 1.4, SL 1.5  L 1.1 a, d, f, h, i, f, L 1.2 a, b, e, L 1.4 a b, c, L 1.5 a, b, c, L 1. 6 |
| **3.4** | **Phonics**: Use structural cues to decode words with inflected ending –ed, -ing. Blend, read and sort words with the inflected ending –ed, ing. Associate sounds /ar/ with ar. Blend read and build regular /ar/ words.  **Spelling:** Segment sounds to spell words. Spell words with inflected ending -ed. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify the plot of a story. Visualize characters setting and events. Recognize high frequency words.  **Writing:** Write sentences. Respond to stories and journal entries. Write and list nonfiction facts.  **Grammar:** Identify verbs for now and the past. | RF 1.2a,b,c, RF 1.3 a b, d, d  RF 1.4 a, b, c  RL 1.1 a, RL 1.7 RI 1.8, RI1.9  W 1.3, W1.5, W.1.7, W 1.6, W 1.8  SL 1.1 a, b, c, SL 1.4, SL 1.5  L 1.1 a, d, f, h, i, f, L 1.2 a, b, e, L 1.4 a b, c, L 1.5 a, b, c, L 1. 6 |
| **3.5** | **Phonics**: Associate the sound /er/ with the letter er, ir, ur. Blend, read and build regular /er/ words. Use structural cues to recognize contractions with ‘s, ‘ve and ‘re. Read and sort contractions‘s,‘ve, ‘re.  **Spelling:** Segment sounds to spell words. Spell words with er, ir, ur. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Draw conclusions about the characters and events in a story. Recognize chronological Recognize high frequency words.  **Writing:** Write sentences. Respond to stories and journal entries. Write and list nonfiction facts.  **Grammar:** Identify am, is, are, was and were. | RF 1.2a,b,c, RF 1.3 a b, d, d  RF 1.4 a, b, c  RL 1.1 a, RL 1.7 RI 1.8, RI1.9  W 1.3, W1.5, W.1.7, W 1.6, W 1.8  SL 1.1 a, b, c, SL 1.4, SL 1.5  L 1.1 a, d, f, h, i, f, L 1.2 a, b, e, L 1.4 a b, c, L 1.5 a, b, c, L 1. 6 |
| **3.6** | **Phonics**: Use structural cues to decode words with comparative ending. Blend, read, and build words with comparative endings –er, -est. Associate the sound /j/ with dge. Blend read and build dge words.  **Spelling:** Segment sounds to spell words. Spell words comparative ending –er, -est. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify the sequence of events. Recognize high frequency words.  **Writing:** Write sentences. Respond to stories and journal entries. Write and list nonfiction facts.  **Grammar:** Identify contractions with *not.* | RF 1.2a,b,c, RF 1.3 a b, d, d  RF 1.4 a, b, c  RL 1.1 a, RL 1.7 RI 1.8, RI1.9  W 1.3, W1.5, W.1.7, W 1.6, W 1.8  SL 1.1 a, b, c, SL 1.4, SL 1.5  L 1.1 a, d, f, h, i, f, L 1.2 a, b, e, L 1.4 a b, c, L 1.5 a, b, c, L 1. 6 |

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| **Big idea:** *Changes*  **First Grade Reading Street Pacing Guide**  *What is changing in our world?* 2014-2015 Unit 3  **Science and Social Studies Content** | | | | | | | | |
| **Big Book** | **Literature** | **Leveled Readers** | **Comprehension** | **Phonic/**  **Spelling Skill** | **High Frequ.**  **Words** | **Writing** | **Grammar** | **Assessment** |
| **Mr. George Baker** | 3.1 An Egg is an Egg | **BL:** Nothing Stays the Same  **OL:** Just Like Me  **AL:** Your Amazing Body | **Skill:** Compare and Contrast  **Strategy:** Predict | Y as a vowel | Always Become, day, Everything, Nothing | Journal entry, Story responses. Create a book using the writing process | Action Verbs | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| **Mr. George Baker** | 3.2 Ruby in Her Own Time | **BL:** Can Hank Sing  **OL:** Not Just Any Boy  **AL:**  A Bed for Paul | **Skill:** Summarize  **Strategy:** Plot | Words with –ng and –nk/ Compound words | Any, Enough, Ever, Every, Own, sure, Were | Journal entry, Story responses. Create a book using the writing process | Verbs that add –s/ adjectives | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| **Mr. George Baker** | 3.3 Jan’s New Home | **BL:** Can Hank Sing  **OL:** Not Just Any Boy  **AL:**  A Bed for Paul | **Skill:** Theme  **Strategy:** Monitor and Fix Up | Adding –es/  r-controlled –or and -ore | Away, Car, Friends, House, Our, School, Very | Journal entry, Story responses. Create a book using the writing process | Verbs that cannot add –s/  adjectives | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| **What Makes the Seasons Change** | 3.4 Frog and Toad Together | **BL:** The Garden  **OL:** A Funny Garden  **AL:**  Mile-a-Minute vine | **Skill:** Plot  **Strategy:** Visualize | -ed and –ing endings/  r-controlled -ar | Afraid , again, few, how, read, soon | Journal entry, Story responses. Create a book using the writing process | Verbs for now and the past (am is are was were) /adjectives | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| **What Makes the Seasons Change** | 3.5 I’m a Caterpillar | **BL:** Seasons Chance  **OL:** Spring Rose Winter Bear  **AL:** Weather or Not | **Skill:** Draw Conclusions  **Strategy:** Text Structure | r-controlled er, ir, ur/  contractions | Done, know, push, visit, wait | Journal entry, Story responses. Create a book using the writing process | Verbs for now and the past (am is are was were) /adjectives | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| **What Makes the Seasons Change** | 3.6 Where Are My Animal Friends | **BL:** Animals Grow and Change  **OL:** A Visit to a Butterfly Garden  **AL:**  Butterflies | **Skill:** Sequence  **Strategy:** Prior Knowledge | Comparative endings/  Words with *dge* | Before, does, good-bye, on, right, won’t | Journal entry, Story responses. Create a book using the writing process | Contractions with *Not* | Snapshot Vocabulary & Comprehension Test  Spelling Test |

**Assessments:**

Scott Foresman Leveled Reader Vocabulary and Comprehension Test

The Best Pet Book Rubric (rubric directly refers to standards)

Three-Dimensional community checklist and rubric (rubric directly refers to standards)

Weekly Spelling Test

*Study Island* Teacher-Created MP Assessment

1.3 –Message in a Bottle: Treasures & Great Ideas

**Essential question:** Who am I and how can I explore the world around me? This interdisciplinary unit will focus on what we treasure and how great ideas come from treasures. The students will study the author Mem Fox and her native country, Australia. Students will also begin to create a how-to instructional writing piece and showcase their work at school publishing parties.

|  |  |
| --- | --- |
| **Essential questions:** | **Big ideas:** |
| How can a surprise be a treasure?  What treasures can we create?  Why are changes exciting?  What treasures can we find in the earth?  What treasures can we share with neighbor?  What treasures can we share at home?  When does a problem need a clever solution?  How can new ideas help us see things differently?  Why do we want to find answers to some questions?  How can you use something familiar in a new way?  How can a great idea change the way we live?  What great ideas make our lives easier?  What difference can a great idea make? | * Treasures are things that are valuable or important to us (gifts from people we love, things we have had for a long time, and things we save). * People have different treasure (some people like new things, some like things from nature, and some like things made by people). * Treasures can be found in strange places (some treasures aren’t things some are objects someone else threw away). * A great idea can be anything that makes life better in some way (An idea, an invention, a better way to do something). * A great idea often comes about when a problem needs to be solved. * Anyone can have a great idea (Scientists, inventors, writers, teachers, and children). |

**PBL Unit 4:** Students write a book review on their favorite Mem Fox Book. They will also research their favorite Australian animal. (W. 1.1, W. 1.7)

**STEM Unit 5:** Students will learn about how people learned to fly. Students will build paper airplanes and measure how far each plane flew and record, compare, and analyze data. Students will write instructional informative writing a how to create something. (1. MDA.1, 1. MD.C4, 1. NBT.B3, RI 1.6, RI 1.1)

**Author Study:** Mem Fox

<http://memfox.com/>

**Field trip:** Liberty Science Center and the Crayola Factory

**Videos:** Discoveryeducation.com, Brain Pop Jr, Teacher Tube, YouTube

School house rock Adjective and pronouns

Possum Magic

<https://www.youtube.com/watch?v=BboBeS-vhjg>

Wilfred Gordon McDonald Partridge <https://www.youtube.com/watch?v=usnOEnTXabw>

Hattie and the Fox

<https://www.youtube.com/watch?v=i3q0JsFNmHQ>

How to Make an Apple Pie and See the World Marjorie Priceman

<https://www.youtube.com/watch?v=w03XWpdfKRE>

How Cinnamon is made

<https://www.youtube.com/watch?v=4GO-rxNl6M0>

**Resources:**

All stories with supplemental materials

<https://firstgradecce.wikispaces.com/Author-Mem+Fox>

How to Make an Apple Pie and See the World

<http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/6681/How_to_Make_an_Apple_Pie_and_See_the_World.pdf>

How to make a paper airplane

<http://www.funpaperairplanes.com>

STEM Made Easy handout

|  |  |
| --- | --- |
| **Suggested Book List:** | **Big Book:** |
| How People Learned to Fly by *Fran Hodgkins* Amerila Earhart by *National Geographic*  Angela’s Airplane by *Robert N. Munsch* Amelia’s Fantastic Flight by *Rose Bursik*  I Wish I Were a Piolet by *Stella Blackstone*  How to Make an Apple Pie and See the World by *Marjorie Priceman*  101 Amazing Facts about Australia by *Jack Goldstein*  Koalas *National Geographic* | Out of the Ocean  Wilfred Gordon McDonald Partridge  Mrs. Chicken and the Hungry Crocodile  Orville and Wilber Wright |

**Spelling Words** (\* Words in the selection, in addition to Fry High Frequency Words)

Unit 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| how | mouth | book | oil | saw | unhappy |
| town | house | moon | soil | draw | refill |
| down | found | took | voice | crawl | untie |
| \* now | our | food | point | straw | undo |
| brown | out | \* look | \* boy | law | repay |
| cow | cloud | pool | boil | jaw | unkind |
| clown | ouch | zoo | coin | paw | \* undress |
| \* frown | shout | noon | oink | lawn | retell |
| crowd | round | \* good | toy | yawn | reopen |
| S\* growl | count | boot | join | hawk | refund |
| \* eyes | \* should | \* instead | \* against | \* through | \* different |
| \* never | \* loved | \* another | \* heavy | \* science | \* carry |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| train | eat | boat | lie | backpack | slowly |
| way | sea | road | \* tie | \* outside | careful |
| tail | each | snow | \* high | baseball | quickly |
| \* play | team | row | might | herself | useful |
| \* day | please | yellow | right | flashlight | painful |
| may | dream | loaf | \* night | bluebird | playful |
| rain | treat | \* coat | bright | lunchbox | sadly |
| gray | beach | soap | \* light | suitcase | gladly |
| mail | clean | blow | pie | inside | nicely |
| afraid | \* lean | pillow | tight | brainstorm | \*wonderful |
| \* about | \* colors | \* once | \* above | \* picture | \*because |
| \* would | \* sign | \* wild | \* laugh | \*remember | \* across |

Unit 5

|  |  |  |
| --- | --- | --- |
| Unit. Lesson | Weekly Objectives | Corresponding CCSS |
| **4.1** | **Phonics**: Associate the sound /a/ with ai and ay. Blend, read and build long a; ai words. Use structural cues to decode possessive singular and plural. Blend, read and sort possessives; singular and plural.  **Spelling:** Segment sounds to spell words. Spell words with long a; ai, ay. Apply Knowledge of letter sounds to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Draw conclusions. Recognize high frequency words.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify action adjectives. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **4.2** | **Phonics**: Associate the sound /e/ with ea. Use structural cues to decode words with inflected endings. (Spelling change: y to I). Blend, read, and sort words with ending. (spelling change y to i)  **Spelling:** Segment sounds to spell words. Spell words with long e: ea. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify the theme of a story. Recognize high frequency words.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify adjective for color and shape. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **4.3** | **Phonics**: Associate the sound /o/ with oa and ow. Blend, read, and build regular long o; oa, ow words. Associate three letter consonant blends with their sounds. Blend, read, and build words with three-letter consonant blends.  **Spelling:** Segment sounds to spell words. Spell words with long o: oa, ow. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify author’s purpose. Recognize high frequency words. Summarize details in text to monitor and fix up.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify adjectives for size. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **4.4** | **Phonics**: Associate the sound /i/ with ie and igh. Blend, read and build words with long I spelled ie and igh. Associate sounds /n/ with kn and /r/ with wr. Blend, read, and sort words with kn /n/ and wr/r/.  **Spelling:** Segment sounds to spell words. Spell words with long with long I; ie, igh.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Distinguish realism and fantasy. Visualize characters setting and events. Recognize high frequency words. Monitor comprehension and fix up difficulties in understanding by reading on.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify adjectives for what kind. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **4.5** | **Phonics**: Use letter-sound clues and word parts to decode compound words. Blend, read and build compound words. Use letter-sound clues to decode with the vowels ew, ue, and ui. Blend, read, and build world with vowels ew, ue, ui.  **Spelling:** Segment sounds and words to spell words. Spell compound words. Apply Knowledge of letter sound to decode unknown words when reading.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify character, setting and plot. Recognize story structure.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify adjectives the how many. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **4.6** | **Phonics**: Use structural cues and letter-sound clues to decode words with suffixes –ly and ful. Blend, read, and build words with suffixes –ly and –ful. Associate oo with the vowel sound in moon. Blend read, and build words with vowel oo as in moon.  **Spelling:** Segment sounds to spell word parts to spell words. Spell words with suffixes –ly, ful.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Recognize cause and effect. Recognize high frequency words.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s. **Grammar:** Identify adjectives that compare. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **5.1** | **Phonics**: Associate /ou/ with the vowel diphthong ow. Build, read, and build words with ow. Use structural clues to decode words that end in a consonant plus le. Blend, read, and build words that end in a consonant plus le.  **Spelling:** Segment sound to spell words. Spell words with vowel diphthong ow.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify character, setter, and plot. Recognize high frequency words. Recognize actions, feelings, and motivations of characters.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify commands. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **5.2** | **Phonics**: Associate /ou/ with the vowel diphthong ou. Build, read, and build words with ou. Use structural clues to decode words with syllable pattern VCV. Blend, read, and build words with VCV syllable pattern.  **Spelling:** Segment sound to spell words. Spell words with vowel diphthong ou.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify sequence of events. Recognize high frequency words. Recognize actions, feelings, and motivations of characters. Summarize a story by retelling important events in the order they happened.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify exclamations. Brainstorm strong emotions. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **5.3** | **Phonics**: Associate /oo/ with the vowel diphthong oo. Build, read, and build words with oo. Use structural clues to decode words with inflected endings, -s, -es, -ed and –ing (Spelling change drop e). Blend, read, and build words with inflected endings, -s, -es, -ed and –ing VCV syllable pattern.  **Spelling:** Segment sound to spell words. Spell words with the vowel sounds in book and moon.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Recognize comparisons and contrasts between two things. Recognize high frequency words. Recognize actions, feelings, and motivations of characters. Summarize a story by retelling important events in the order they happened.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify how sentences begin and end. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **5.4** | **Phonics**: Associate diphthongs oi and oy with the vowel sound in boy. Blend, read, and sort words with oi and oy.  **Spelling:** Segment sound to spell words. Spell words with the vowel sounds in book and moon.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Recognize comparisons and contrasts between two things. Recognize high frequency words. Recognize actions, feelings, and motivations of characters. Summarize a story by retelling important events in the order they happened.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify how sentences begin and end. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **5.5** | **Phonics**: Associate vowels aw and au with the vowel sound in saw. Blend, read, and sort words with aw and au. Use letter-sound to decode words with short e; ea. Blend, read and build words with short e spelled ea.  **Spelling:** Spell words with vowels aw as in saw. Segment sounds to spell words.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Draw conclusions. Recognize high frequency words. Recognize actions, feelings, and motivations of characters. Summarize a story by retelling important events in the order they happened.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify I and me. Use I and me correctly. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |
| **5.6** | **Phonics**: Use structural and letter-sound clues to decode words with prefixes un- and re-. Blend read, and sort words with prefixes un- and re-. Use letter-sound clues to decode words with long vowels I, o. Blend, read, and build word with long vowels I, o.  **Spelling:** Segment sound and word parts to spell words. Spell words with prefixes un- and re-.  **Comprehension:** Establish a purpose for reading. Adjust reading rate to support accuracy, expression and fluency. Identify theme. Recognize high frequency words. Recognize actions, feelings, and motivations of characters. Summarize a story by retelling important events in the order they happened.  **Writing:** Write opinion pieces using the steps of editing. State an opinion, supply a reason for the opinion and provide some sense of closure. Write informative/explanatory test and facts about the topic. Participate in shared research and writing projects exploring a number of how-to’s.  **Grammar:** Identify pronouns I, you, he, she, it, we, and they. Identify pronouns me, you, him, her, it, us and them. | RF 1.2a,b,c, RF 1.3 a b, d,  RF 1.4 a, b, c, RL 1.1 RL 1.2 RL 1.3, RL 1.7 RL 1.9, RF 1.1a, RI 1.1 R1 1.2 RI 1.3 RI 1.4 RI 1.6, RI 1.8, RI1.9  W 1.1, W 1.2, W1.5, W.1.7  SL 1.1 a, b, c, SL 1.4, SL 1.5 SL 1.1 a, b. c, SL 1.2 SL1.3, L 1.6,  L 1.1 a, b, c d, e, f, g, h, i, j, L 1.2 a, b, c, d, e, L 1.4 a b, c, L 1.5 a, b, c, d, L 1.6. |

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| **Big idea:** *Treasures*  **First Grade Reading Street Pacing Guide**  *What do we treasure?* 2014-2015 Unit 4  **Science and Social Studies Content** | | | | | | | | |
| **Big Book** | **Literature** | **Leveled Readers** | **Comprehension** | **Phonic/Spell. Skill** | **High Frequ. Words** | **Writing** | **Grammar** | **Assessment** |
| Out of the Ocean | 4.1 Mama’s Birthday Present | **BL:** A Party for Pedro  **OL:** Special Days Special Foods  **AL:**  Casarones are For fun. | **Skill:** Draw conclusions  **Strategy:** Monitor Fix Up | Long a , ai, ay/ possessives | About, Enjoy, Give, Surprise, Worry, Would | Journal entry, Story responses. Create a book using the writing process | Adjectives | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Out of the Ocean | 4.2 The Dot | **BL:** Reach for Your Dreams  **OL:** How Beth Feels  **AL:** Susan’s Missing Painting | **Skill:** Theme  **Strategy:** Graphic Organizers | Long e, ea/  Inflected endings | Colors, Draw, Drew, Great, Over, Show, Sign | Journal entry, Story responses. Create a book using the writing process | Adjectives for color and shape | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Out of the Ocean | 4.3 Mister Bones | **BL:** Dinosaur Bones Don’t Rot  **OL:** Going on a Dinosaur Dig  **AL:** Finding a Dinosaur named Sue | **Skill:** Author’s Purpose  **Strategy:** Monitor and Fix it up | Long o, oa, ow/three-letter blends | Found, Mouth, Once, Took, Wild | Journal entry, Story responses. Create a book using the writing process | Adjectives for size | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Wilfred Gordon McDonald Partridge | 4.4 The Lady in the Moon | **BL:** The Moon Festival  **OL:** Harvest Holidays  **AL:** The Moon lady and Her Festival | **Skill:** Realism and Fantasy  **Strategy:** Monitor and Fix it up | Long i, ie, igh/kn and wr | Above, eight, laugh, moon, touch | Journal entry, Story responses. Create a book using the writing process | Adjectives for what kind | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Wilfred Gordon McDonald Partridge | 4.5 Peter’s Chair | **BL:** The Moon Festival  **OL:** Harvest Holidays  **AL:** The Moon lady and Her Festival | **Skill:** Character, Setting, Plot  **Strategy:** Story Structure | Compound words/ ew, ue, u | Picture, remember, room, stood, thought | Journal entry, Story responses. Create a book using the writing process | Adjectives for how many | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Wilfred Gordon McDonald Partridge | 4.6 Henry and Mudge | **BL:** Does a Babysitter Know What to do?  **OL:** The Kids Care Club  **AL:** Special Building | **Skill:** Cause and Effect  **Strategy:** Preview | Suffixes –ly and –ful/vowels in moon | Across, Because, Dance, Only, Opened, Shoes, Told | Journal entry, Story responses. Create a book using the writing process | Adjectives that compare | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| **Big idea:** *Great Ideas*  **First Grade Reading Street Pacing Guide**  *What difference can a great idea make?* 2014-2015 Unit 5  **Science and Social Studies Content** | | | | | | | | |
| **Big Book** | **Literature** | **Leveled Readers** | **Comprehension** | **Phonic/Spell.Skill** | **High Frequ. Words** | **Writing** | **Grammar** | **Assessment** |
| Mrs. Chicken and the Hungry Crocodile | 5.1 Tippy-Toe Chick, Go! | **BL:** What the Dog Saw?  **OL:** Pumpkins and Apples  **AL:** The Ant and the Grasshopper | **Skill:** Character, Setting, Plot  **Strategy:** Story Structure | Diphthong ow/ou/ and Syllables | Along, Behind, Eyes, Never, Pulling, Toward | Journal entry, Story responses. Create a book using the writing process | Commands | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Mrs. Chicken and the Hungry Crocodile | 5.2 Mole and Baby Bird | **BL:** Fly Away  **OL:** A Puppy Raiser  **AL:** Making the World a Better Place | **Skill:** Sequence  **Strategy:** Summarize | Diphthong ow/ou/ and Syllables VCV | Door, Loved, Should, Wood | Journal entry, Story responses. Create a book using the writing process | Exclamation | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Mrs. Chicken and the Hungry Crocodile | 5.3 Dot and Jabber | **BL:** What Does A Detective do?  **OL:** Oak Tree  **AL:** The Great Scientist Detective at work | **Skill:** Compare and Contrast  **Strategy:** Monitor and Fix up | Vowels /oo/ (book) inflected ending | Among, Another, instead, none | Journal entry, Story responses. Create a book using the writing process | How to begin and end a sentence | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Mrs. Chicken and the Hungry Crocodile | 5.4 Simple Machines | **BL:** The Inclined Plane  **OL:** Simple Machines at work  **AL:** Simple machines in Compound Machines | **Skill:** Main idea  **Strategy:** Summarize | Dipthongs *oi, oy,* and suffixes –er, or | Against, goes, heavy, kinds, today | Journal entry, Story responses. Create a book using the writing process | Pronouns | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Mrs. Chicken and the Hungry Crocodile | 5.5 Alexander Graham Bell | **BL:** The Telephone  **OL:** The Story of Communication  **AL:** Telephone Through Time | **Skill:** Draw Conclusions  **Strategy:** Text Features | Vowels aw, au and short e: ea | Build, early, learn, science, through | Journal entry, Story responses. Create a book using the writing process | Using I and Me | Snapshot Vocabulary & Comprehension Test  Spelling Test |
| Mrs. Chicken and the Hungry Crocodile | 5.6 Ben Franklin | **BL:** A Library Comes to Town  **OL:** Marla’s Idea  **AL:** Jake’s Dream | **Skill:** Theme  **Strategy:** Ask Questions | Pre-fixes –un, re- and long vowels i, o | Answered, brothers, carry, different, poor | Journal entry, Story responses. Create a book using the writing process | Pronouns | Snapshot Vocabulary & Comprehension Test  Spelling Test |

**Assessments:**

Scott Foresman Leveled Reader Vocabulary and Comprehension Test

The Best Pet Book Rubric (rubric directly refers to standards)

Three-Dimensional community checklist and rubric (rubric directly refers to standards)

Weekly Spelling Test

*Study Island* Teacher-Created MP Assessment

Snapshot

Vertical Progression, Language Arts Literacy Common Core Standards

Key Ideas and Details

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

Documents shared courtesy of Oconee County

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | With prompting and support, ask and answer questions about key details in a text. |
| Grade 1 | Ask and answer questions about key details in a text. |
| Grade 2 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Grade 3 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Grade 4 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 5 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 6 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 7 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 8 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grades 9-10 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grades 11-12 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Key Ideas and Details

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

Documents shared courtesy of Oconee County

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | With prompting and support, retell familiar stories, including key details. |
| Grade 1 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| Grade 2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| Grade 3 | 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. |
| Grade 4 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| Grade 5 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| Grade 6 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| Grade 7 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| Grade 8 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| Grades 9-10 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| Grades 11-12 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Key Ideas and Details

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

Documents shared courtesy of Oconee County

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | With prompting and support, identify characters, settings, and major events in a story. |
| Grade 1 | Describe characters, settings, and major events in a story, using key details. |
| Grade 2 | Describe how characters in a story respond to major events and challenges. |
| Grade 3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| Grade 4 | 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). |
| Grade 5 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| Grade 6 | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| Grade 7 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| Grade 8 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| Grades 9-10 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| Grades 11-12 | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for 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.

Documents shared courtesy of Oconee County

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | Ask and answer questions about unknown words in a text. |
| Grade 1 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| Grade 2 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| Grade 3 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| Grade 4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| Grade 5 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| Grade 6 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| Grade 7 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| Grade 8 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| Grades 9-10 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| Grades 11-12 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Craft and Structure

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.

Documents shared courtesy of Oconee County

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | Recognize common types of texts (e.g., storybooks, poems). |
| Grade 1 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| Grade 2 | Describe the overall structure of a story, including describing how the beginning introduces story and the ending concludes the action. |
| Grade 3 | 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. |
| Grade 4 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| Grade 5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| Grade 6 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| Grade 7 | Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| Grade 8 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| Grades 9-10 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| Grades 11-12 | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Craft and Structure

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

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| Grade 1 | Identify who is telling the story at various points in a text. |
| Grade 2 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| Grade 3 | Distinguish their own point of view from that of the narrator or those of the characters. |
| Grade 4 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| Grade 5 | Describe how a narrator’s or speaker’s point of view influences how events are described. |
| Grade 6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| Grade 7 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| Grade 8 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| Grades 9-10 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| Grades 11-12 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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| Grade | Standard 7 at Each Grade Level |
| Kindergarten | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| Grade 1 | Use illustrations and details in a story to describe its characters, setting, or events. |
| Grade 2 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| Grade 3 | 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). |
| Grade 4 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| Grade 5 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| Grade 6 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| Grade 7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| Grade 8 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| Grades 9-10 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |
| Grades 11-12 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Integration of Knowledge and Ideas

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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| Grade | Standard 8 at Each Grade Level |
| Kindergarten | (Not applicable to literature) |
| Grade 1 | (Not applicable to literature) |
| Grade 2 | (Not applicable to literature) |
| Grade 3 | (Not applicable to literature) |
| Grade 4 | (Not applicable to literature) |
| Grade 5 | (Not applicable to literature) |
| Grade 6 | (Not applicable to literature) |
| Grade 7 | (Not applicable to literature) |
| Grade 8 | (Not applicable to literature) |
| Grades 9-10 | (Not applicable to literature) |
| Grades 11-12 | (Not applicable to literature) |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Integration of Knowledge and Ideas

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.

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| Grade | Standard 9 at Each Grade Level |
| Kindergarten | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| Grade 1 | Compare and contrast the adventures and experiences of characters in stories. |
| Grade 2 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| Grade 3 | 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). |
| Grade 4 | 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. |
| Grade 5 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| Grade 6 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| Grade 7 | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| Grade 8 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
| Grades 9-10 | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| Grades 11-12 | Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |

College and Career Readiness Anchor Standards for Reading

Vertical Progression – Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

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| Grade | Standard 10 at Each Grade Level |
| Kindergarten | Actively engage in group reading activities with purpose and understanding. |
| Grade 1 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
| Grade 2 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 3 | 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. |
| Grade 4 | 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. |
| Grade 5 | 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. |
| Grade 6 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 7 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 8 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |
| Grades 9-10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| Grades 11-12 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Key Ideas and Details

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

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | With prompting and support, ask and answer questions about key details in a text. |
| Grade 1 | Ask and answer questions about key details in a text. |
| Grade 2 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Grade 3 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Grade 4 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 5 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 6 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 7 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 8 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grades 9-10 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grades 11-12 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Key Ideas and Details

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

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | With prompting and support, identify the main topic and retell key details of a text. |
| Grade 1 | Identify the main topic and retell key details of a text. |
| Grade 2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| Grade 3 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| Grade 4 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| Grade 5 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| Grade 6 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| Grade 7 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| Grade 8 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| Grades 9-10 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| Grades 11-12 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Key Ideas and Details

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

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| Grade 1 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| Grade 2 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| Grade 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. |
| Grade 4 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| Grade 5 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| Grade 6 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| Grade 7 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| Grade 8 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| Grades 9-10 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| Grades 11-12 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational 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.

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | With prompting and support, ask and answer questions about unknown words in a text. |
| Grade 1 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| Grade 2 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| Grade 3 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| Grade 4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| Grade 5 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| Grade 6 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| Grade 7 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| Grade 8 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| Grades 9-10 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| Grades 11-12 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

College and Career Readiness Anchor Standards for Reading

Vertical Progression – Reading Standards for Informational Text

Craft and Structure

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.

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | Identify the front cover, back cover, and title page of a book. |
| Grade 1 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| Grade 2 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| Grade 3 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| Grade 4 | 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. |
| Grade 5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| Grade 6 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| Grade 7 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| Grade 8 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| Grades 9-10 | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| Grades 11-12 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |

College and Career Readiness Anchor Standards for Reading

Vertical Progression – Reading Standards for Informational Text

Craft and Structure

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

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| Grade 1 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| Grade 2 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| Grade 3 | Distinguish their own point of view from that of the author of a text. |
| Grade 4 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| Grade 5 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| Grade 6 | Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |
| Grade 7 | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| Grade 8 | Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| Grades 9-10 | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| Grades 11-12 | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Documents shared courtesy of Oconee County

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| Grade | Standard 7 at Each Grade Level |
| Kindergarten | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| Grade 1 | Use the illustrations and details in a text to describe its key ideas. |
| Grade 2 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| Grade 3 | 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). |
| Grade 4 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| Grade 5 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| Grade 6 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| Grade 7 | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| Grade 8 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| Grades 9-10 | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| Grades 11-12 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Integration of Knowledge and Ideas

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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| Grade | Standard 8 at Each Grade Level |
| Kindergarten | With prompting and support, identify the reasons an author gives to support points in a text. |
| Grade 1 | Identify the reasons an author gives to support points in a text. |
| Grade 2 | Describe how reasons support specific points the author makes in a text. |
| Grade 3 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| Grade 4 | Explain how an author uses reasons and evidence to support particular points in a text. |
| Grade 5 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| Grade 6 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| Grade 7 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| Grade 8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| Grades 9-10 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| Grades 11-12 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Texts

Integration of Knowledge and Ideas

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.

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| Grade | Standard 9 at Each Grade Level |
| Kindergarten | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| Grade 1 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| Grade 2 | Compare and contrast the most important points presented by two texts on the same topic. |
| Grade 3 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| Grade 4 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| Grade 5 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable. |
| Grade 6 | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| Grade 7 | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| Grade 8 | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| Grades 9-10 | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| Grades 11-12 | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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

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| Grade | Standard 10 at Each Grade Level |
| Kindergarten | Actively engage in group reading activities with purpose and understanding. |
| Grade 1 | With prompting and support, read informational texts appropriately complex for grade 1. |
| Grade 2 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 3 | By the end of 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 4 | 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. |
| Grade 5 | 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. |
| Grade 6 | By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 7 | By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 8 | By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently. |
| Grades 9-10 | By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. |
| Grades 11-12 | By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. |

Print Concepts

Reading Standards: Foundational Skills Vertical Progression K-5

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| Grade | Foundational Skill Focus at Each Grade Level |
| Kindergarten | 1. Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by   specific sequences of letters.   1. Understand that words are separated by spaces in print. 2. Recognize and name all upper- and lowercase letters of the alphabet. |
| Grade 1 | 1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word,  capitalization, ending punctuation). |

Phonological Awareness

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| Grade | Foundational Skill Focus at Each Grade Level |
| Kindergarten | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds   (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)  words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)   1. Add or substitute individual sounds (phonemes) in simple, one-syllable   words to make new words. |
| Grade 1 | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Distinguish long from short vowel sounds in spoken single-syllable words. 2. Orally produce single-syllable words by blending sounds (phonemes),   including consonant blends.   1. Isolate and pronounce initial, medial vowel, and final sounds (phonemes)   in spoken single-syllable words.   1. Segment spoken single-syllable words into their complete sequence of   individual sounds (phonemes). |

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

Reading Standards: Foundational Skills Vertical Progression K-5

Phonics and Word Recognition

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| Grade | Foundational Skill Focus at Each Grade Level |
| Kindergarten | 3. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Demonstrate basic knowledge of one-to-one letter-sound   correspondences by producing the primary or many of the most frequent  sound for each consonant.   1. Associate the long and short sounds with common spellings (graphemes)   for the five major vowels.   1. Read common high-frequency words by sight (e.g., the, of, to, you, she, my,   is, are, do, does).   1. Distinguish between similarly spelled words by identifying the sounds of   the letters that differ. |
| Grade 1 | 3. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Know the spelling-sound correspondences for common consonant   digraphs.   1. Decode regularly spelled one-syllable words. 2. Know final -e and common vowel team conventions for representing long   vowel sounds.   1. Use knowledge that every syllable must have a vowel sound to determine   the number of syllables in a printed word.   1. Decode two-syllable words following basic patterns by breaking the words   into syllables.   1. Read words with inflectional endings. 2. Recognize and read grade-appropriate irregularly spelled words. |
| Grade 2 | 3. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Distinguish long and short vowels when reading regularly spelled one-   syllable words.   1. Know spelling-sound correspondences for additional common vowel   teams.   1. Decode regularly spelled two-syllable words with long vowels. 2. Decode words with common prefixes and suffixes. 3. Identify words with inconsistent but common spelling-sound   correspondences.   1. Recognize and read grade-appropriate irregularly spelled words. |
| Grade 3 | 3. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Identify and know the meaning of the most common prefixes and   derivational suffixes.   1. Decode words with common Latin suffixes. 2. Decode multisyllable words. 3. Read grade-appropriate irregularly spelled words. |

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| Grade 4 | 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences,  syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Grade 5 | 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences,  syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

Fluency

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| Grade | Foundational Skill Focus at Each Grade Level |
| Kindergarten | 4. Read emergent-reader texts with purpose and understanding. |
| Grade 1 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression   on successive readings.   1. Use context to confirm or self-correct word recognition and   understanding, rereading as necessary. |
| Grade 2 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression   on successive readings.   1. Use context to confirm or self-correct word recognition and   understanding, rereading as necessary. |
| Grade 3 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level prose and poetry orally with accuracy, appropriate rate, and   expression on successive readings.   1. Use context to confirm or self-correct word recognition and   understanding, rereading as necessary. |
| Grade 4 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression   on successive readings.   1. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Grade 5 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression   on successive readings.   1. Use context to confirm or self-correct word recognition and   understanding, rereading as necessary. |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Text Types and Purposes

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

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | 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 . . .). |
| Grade 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. |
| Grade 2 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| Grade 3 | Write opinion pieces on topics or texts, supporting a point of view with reasons.   1. Introduce the topic or text they are writing about, state an opinion, and create   an organizational structure that lists reasons.   1. Provide reasons that support the opinion. 2. Use linking words and phrases (e.g., because, therefore, since, for example) to   connect opinion and reasons.   1. Provide a concluding statement or section. |
| Grade 4 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. 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. 2. Provide reasons that are supported by facts and details. 3. Link opinion and reasons using words and phrases (e.g., for instance, in order   to, in addition).   1. Provide a concluding statement or section related to the opinion presented. |
| Grade 5 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. 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. 2. Provide logically ordered reasons that are supported by facts and details. |

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|  | c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  d. Provide a concluding statement or section related to the opinion presented. |
| Grade 6 | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s) and organize the reasons and evidence clearly. 2. Support claim(s) with clear reasons and relevant evidence, using credible   sources and demonstrating an understanding of the topic or text.   1. Use words, phrases, and clauses to clarify the relationships among claim(s) and   reasons.   1. Establish and maintain a formal style. 2. Provide a concluding statement or section that follows from the argument   presented. |
| Grade 7 | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the   reasons and evidence logically.   1. Support claim(s) with logical reasoning and relevant evidence, using accurate,   credible sources and demonstrating an understanding of the topic or text.   1. Use words, phrases, and clauses to create cohesion and clarify the   relationships among claim(s), reasons, and evidence.   1. Establish and maintain a formal style. 2. Provide a concluding statement or section that follows from and supports the   argument presented. |
| Grade 8 | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or   opposing claims, and organize the reasons and evidence logically.   1. Support claim(s) with logical reasoning and relevant evidence, using accurate,   credible sources and demonstrating an understanding of the topic or text.   1. Use words, phrases, and clauses to create cohesion and clarify the   relationships among claim(s), counterclaims, reasons, and evidence.   1. Establish and maintain a formal style. 2. Provide a concluding statement or section that follows from and supports the   argument presented. |
| Grades 9-10 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 2. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 3. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5. Provide a concluding statement or section that follows from and supports the |

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|  | argument presented. |
| Grades 11-12 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. 3. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5. Provide a concluding statement or section that follows from and supports the argument presented. |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Text Types and Purposes

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.

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | 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. |
| Grade 1 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| Grade 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. |
| Grade 3 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   1. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 2. Develop the topic with facts, definitions, and details. 3. Use linking words and phrases (e.g., also, another, and, more, but) to connect   ideas within categories of information.   1. Provide a concluding statement or section. |
| Grade 4 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   1. 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. 2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 3. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Provide a concluding statement or section related to the information or explanation presented. |
| Grade 5 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, |

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|  | and multimedia when useful to aiding comprehension.   1. Develop the topic with facts, definitions, concrete details, quotations, or other   information and examples related to the topic.   1. Link ideas within and across categories of information using words, phrases,   and clauses (e.g., in contrast, especially).   1. Use precise language and domain-specific vocabulary to inform about or   explain the topic.   1. Provide a concluding statement or section related to the information or   explanation presented. |
| Grade 6 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from the information or   explanation presented. |
| Grade 7 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from and supports the   information or explanation presented. |
| Grade 8 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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|  | 1. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 2. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 3. Use precise language and domain-specific vocabulary to inform about or explain the topic. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the   information or explanation presented. |
| Grades 9-10 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| Grades 11-12 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |

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|  | f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Text Types and Purposes

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

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | 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. |
| Grade 1 | 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. |
| Grade 2 | 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. |
| Grade 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3. Use temporal words and phrases to signal event order. 4. Provide a sense of closure. |
| Grade 4 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words and phrases to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events. |

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| Grade 5 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events. |
| Grade 6 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 5. Provide a conclusion that follows from the narrated experiences or events. |
| Grade 7 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 5. Provide a conclusion that follows from and reflects on the narrated   experiences or events. |
| Grade 8 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |

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|  | 1. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 2. Provide a conclusion that follows from and reflects on the narrated   experiences or events. |
| Grades 9-10 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   1. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| Grades 11-12 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Production and Distribution of Writing

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

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | (Begins in grade 3) |
| Grade 1 | (Begins in grade 3) |
| Grade 2 | (Begins in grade 3) |
| Grade 3 | 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.) |
| Grade 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above). |
| Grade 5 | 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). |
| Grade 6 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Grade 7 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Grade 8 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Grades 9-10 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Grades 11-12 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Production and Distribution of Writing

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

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| Grade 1 | 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. |
| Grade 2 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| Grade 3 | 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 on pages 28 and 29.) |
| Grade 4 | 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 on pages 28 and 29.) |
| Grade 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 on pages 28 and 29.) |
| Grade 6 | With some 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 6 on page 52.) |
| Grade 7 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.) |
| Grade 8 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.) |
| Grades 9-10 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.) |

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| Grades 11-12 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.) |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Production and Distribution of Writing

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

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Grade 1 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Grade 2 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Grade 3 | 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. |
| Grade 4 | 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. |
| Grade 5 | 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. |
| Grade 6 | 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 three pages in a single sitting. |
| Grade 7 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| Grade 8 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| Grades 9-10 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| Grades 11-12 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

College and Career Readiness Anchor Standards for Writing

Vertical Progression – Writing Standards

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.

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| Grade | Standard 7 at Each Grade Level |
| Kindergarten | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
| Grade 1 | 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). |
| Grade 2 | 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). |
| Grade 3 | Conduct short research projects that build knowledge about a topic. |
| Grade 4 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| Grade 5 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| Grade 6 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| Grade 7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| Grade 8 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| Grades 9-10 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| Grades 11-12 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

College and Career Readiness Anchor Standards for Writing

Vertical Progression – Writing Standards for Literature

Research to Build and Present Knowledge

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.

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| Grade | Standard 8 at Each Grade Level |
| Kindergarten | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| Grade 1 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| Grade 2 | Recall information from experiences or gather information from provided sources to answer a question. |
| Grade 3 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| Grade 4 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| Grade 5 | 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. |
| Grade 6 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| Grade 7 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| Grade 8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| Grades 9-10 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| Grades 11-12 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

College and Career Readiness Anchor Standards for Writing

Vertical Progression – Writing Standards

Research to Build and Present Knowledge

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

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| Grade | Standard 9 at Each Grade Level |
| Kindergarten | (Begins in grade 4) |
| Grade 1 | (Begins in grade 4) |
| Grade 2 | (Begins in grade 4) |
| Grade 3 | (Begins in grade 4) |
| Grade 4 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. 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].”). 2. 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”). |
| Grade 5 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. 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]”). 2. 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]”). |
| Grade 6 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). 2. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| Grade 7 | Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter |

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|  | history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and  evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). |
| Grade 8 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). 2. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). |
| Grades 9-10 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). 2. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| Grades 11-12 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). 2. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

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.

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| Grade | Standard 10 at Each Grade Level |
| Kindergarten | (Begins in grade 3) |
| Grade 1 | (Begins in grade 3) |
| Grade 2 | (Begins in grade 3) |
| Grade 3 | 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. |
| Grade 4 | 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. |
| Grade 5 | 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. |
| Grade 6 | 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. |
| Grade 7 | 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. |
| Grade 8 | 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. |
| Grades 9-10 | 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. |
| Grades 11-12 | 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. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening 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.

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue a conversation through multiple exchanges. |
| Grade 1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. 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). 2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion. |
| Grade 2 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   1. 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). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| Grade 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.  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. |

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|  | 1. 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). 2. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 3. Explain their own ideas and understanding in light of the discussion. |
| Grade 4 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.   1. 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. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information,   and make comments that contribute to the discussion and link to the remarks  of others.   1. Review the key ideas expressed and explain their own ideas and understanding   in light of the discussion. |
| Grade 5 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.   1. 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. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions by making comments that contribute to   the discussion and elaborate on the remarks of others.   1. Review the key ideas expressed and draw conclusions in light of information   and knowledge gained from the discussions. |
| Grade 6 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| Grade 7 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, |

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|  | text, or issue to probe and reflect on ideas under discussion.   1. Follow rules for collegial discussions, track progress toward specific goals and   deadlines, and define individual roles as needed.   1. Pose questions that elicit elaboration and respond to others’ questions and   comments with relevant observations and ideas that bring the discussion back  on topic as needed.   1. Acknowledge new information expressed by others and, when warranted,   modify their own views. |
| Grade 8 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| Grades 9-10 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| Grades 11-12 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. |

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|  | 1. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 2. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 3. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Comprehension and Collaboration

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

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| Grade 1 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| Grade 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| Grade 3 | 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. |
| Grade 4 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Grade 5 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Grade 6 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| Grade 7 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| Grade 8 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| Grades 9-10 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| Grades 11-12 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Comprehension and Collaboration

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

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| Grade 1 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| Grade 2 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| Grade 3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| Grade 4 | Identify the reasons and evidence a speaker provides to support particular points. |
| Grade 5 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| Grade 6 | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| Grade 7 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| Grade 8 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| Grades 9-10 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| Grades 11-12 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

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.

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| Grade 1 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| Grade 2 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| Grade 3 | 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. |
| Grade 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. |
| Grade 5 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| Grade 6 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Grade 7 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Grade 8 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Grades 9-10 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| Grades 11-12 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

College and Career Readiness Anchor Standards for

Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Presentation of Knowledge and Ideas

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

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| Grade 1 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| Grade 2 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| Grade 3 | 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. |
| Grade 4 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| Grade 5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| Grade 6 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| Grade 7 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| Grade 8 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| Grades 9-10 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| Grades 11-12 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Presentation of Knowledge and Ideas

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

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | Speak audibly and express thoughts, feelings, and ideas clearly. |
| Grade 1 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) |
| Grade 2 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) |
| Grade 3 | 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 on pages 28 and 29 for specific expectations.) |
| Grade 4 | 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 on pages 28 and 29 for specific expectations.) |
| Grade 5 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) |
| Grade 6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) |
| Grade 7 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) |
| Grade 8 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.) |
| Grades 9-10 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) |
| Grades 11-12 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) |

College and Career Readiness Anchor Standards for Language

Vertical Progression – Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/or /es/ (e.g., dog, dogs; wish,   wishes).   1. Understand and use question words (interrogatives) (e.g., who, what, where,   when, why, how).   1. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off,   for, of, by, with).   1. Produce and expand complete sentences in shared language activities. |
| Grade 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper- and lowercase letters. 2. Use common, proper, and possessive nouns. 3. Use singular and plural nouns with matching verbs in basic sentences (e.g., He   hops; We hop).   1. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them,   their; anyone, everything).   1. 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).   1. Use frequently occurring adjectives. 2. Use frequently occurring conjunctions (e.g., and, but, or, so, because). 3. Use determiners (e.g., articles, demonstratives). 4. Use frequently occurring prepositions (e.g., during, beyond, toward). 5. Produce and expand complete simple and compound declarative,   interrogative, imperative, and exclamatory sentences in response to prompts. |
| Grade 2 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use collective nouns (e.g., group). 2. Form and use frequently occurring irregular plural nouns (e.g., feet, children,   teeth, mice, fish). |

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|  | c. Use reflexive pronouns (e.g., myself, ourselves).   1. Form and use the past tense of frequently occurring irregular verbs (e.g., sat,   hid, told).   1. Use adjectives and adverbs, and choose between them depending on what is   to be modified.   1. Produce, expand, and rearrange complete simple and compound sentences   (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| Grade 3 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 2. Form and use regular and irregular plural nouns. 3. Use abstract nouns (e.g., childhood). 4. Form and use regular and irregular verbs. 5. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 6. Ensure subject-verb and pronoun-antecedent agreement.\* 7. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 8. Use coordinating and subordinating conjunctions. 9. Produce simple, compound, and complex sentences. |
| Grade 4 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 2. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. 3. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 4. Order adjectives within sentences according to conventional patterns (e.g., a   small red bag rather than a red small bag).   1. Form and use prepositional phrases. 2. Produce complete sentences, recognizing and correcting inappropriate   fragments and run-ons.\*   1. Correctly use frequently confused words (e.g., to, too, two; there, their).\* |
| Grade 5 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense.\* 5. Use correlative conjunctions (e.g., either/or, neither/nor). |
| Grade 6 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case (subjective, objective, possessive). |

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|  | 1. Use intensive pronouns (e.g., myself, ourselves). 2. Recognize and correct inappropriate shifts in pronoun number and person.\* 3. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous   antecedents).\*   1. Recognize variations from standard English in their own and others’ writing   and speaking, and identify and use strategies to improve expression in conventional language.\* |
| Grade 7 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of phrases and clauses in general and their function in specific sentences. 2. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\* |
| Grade 8 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. 2. Form and use verbs in the active and passive voice. 3. Form and use verbs in the indicative, imperative, interrogative, conditional,   and subjunctive mood.   1. Recognize and correct inappropriate shifts in verb voice and mood.\* |
| Grades 9-10 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use parallel structure.\* 2. Use various types of phrases (noun, verb, adjectival, adverbial, participial,   prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| Grades 11-12 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 2. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. |

College and Career Readiness Anchor Standards for Language Vertical Progression – Language Standards

Conventions of Standard English

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

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize the first word in a sentence and the pronoun I. 2. Recognize and name end punctuation. 3. Write a letter or letters for most consonant and short-vowel sounds   (phonemes).   1. Spell simple words phonetically, drawing on knowledge of sound-letter   relationships. |
| Grade 1 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use commas in dates and to separate single words in a series. 4. Use conventional spelling for words with common spelling patterns and for   frequently occurring irregular words.   1. Spell untaught words phonetically, drawing on phonemic awareness and   spelling conventions. |
| Grade 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize holidays, product names, and geographic names. 2. Use commas in greetings and closings of letters. 3. Use an apostrophe to form contractions and frequently occurring possessives. 4. Generalize learned spelling patterns when writing words (e.g., cage → badge;   boy → boil).   1. Consult reference materials, including beginning dictionaries, as needed to   check and correct spellings. |
| Grade 3 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize appropriate words in titles. 2. Use commas in addresses. 3. Use commas and quotation marks in dialogue. 4. Form and use possessives. 5. Use conventional spelling for high-frequency and other studied words and for   adding suffixes to base words (e.g., sitting, smiled, cries, happiness).   1. Use spelling patterns and generalizations (e.g., word families, position-based |

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|  | spellings, syllable patterns, ending rules, meaningful word parts) in writing  words. g. Consult reference materials, including beginning dictionaries, as needed to  check and correct spellings. |
| Grade 4 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use correct capitalization. 2. Use commas and quotation marks to mark direct speech and quotations from a   text.   1. Use a comma before a coordinating conjunction in a compound sentence. 2. Spell grade-appropriate words correctly, consulting references as needed. |
| Grade 5 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation to separate items in a series.\* 2. Use a comma to separate an introductory element from the rest of the   sentence.   1. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a   tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to  indicate direct address (e.g., Is that you, Steve?).   1. Use underlining, quotation marks, or italics to indicate titles of works. 2. Spell grade-appropriate words correctly, consulting references as needed. |
| Grade 6 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* 2. Spell correctly. |
| Grade 7 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). 2. Spell correctly. |
| Grade 8 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 2. Use an ellipsis to indicate an omission. 3. Spell correctly. |
| Grades 9-10 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 2. Use a colon to introduce a list or quotation. 3. Spell correctly. |
| Grades 11-12 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Observe hyphenation conventions. 2. Spell correctly. |

College and Career Readiness Anchor Standards for Language

Vertical Progression – Language Standards

Knowledge of Language

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

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | (Begins in grade 2) |
| Grade 1 | (Begins in grade 2) |
| Grade 2 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Compare formal and informal uses of English. |
| Grade 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Choose words and phrases for effect.\* 2. Recognize and observe differences between the conventions of spoken and   written standard English. |
| Grade 4 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Choose words and phrases to convey ideas precisely.\* 2. Choose punctuation for effect.\* 3. Differentiate between contexts that call for formal English (e.g., presenting   ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| Grade 5 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| Grade 6 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Vary sentence patterns for meaning, reader/ listener interest, and style.\* 2. Maintain consistency in style and tone.\* |
| Grade 7 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* |

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| Grade 8 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
| Grades 9-10 | 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.  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. |
| Grades 11-12 | 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.  a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |

College and Career Readiness Anchor Standards for Language Vertical Progression – Language Standards

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.

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 2. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |
| Grade 1 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Use frequently occurring affixes as a clue to the meaning of a word. 3. Identify frequently occurring root words (e.g., look) and their inflectional forms   (e.g., looks, looked, looking). |
| Grade 2 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known prefix is added   to a known word (e.g., happy/unhappy, tell/retell).   1. Use a known root word as a clue to the meaning of an unknown word with the   same root (e.g., addition, additional).   1. Use knowledge of the meaning of individual words to predict the meaning of   compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook,  bookmark).   1. Use glossaries and beginning dictionaries, both print and digital, to determine   or clarify the meaning of words and phrases. |
| Grade 3 | 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.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. 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). |

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|  | c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| Grade 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 3. 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. |
| Grade 5 | 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.   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 3. 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. |
| Grade 6 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Grade 7 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 3. Consult general and specialized reference materials (e.g., dictionaries, |

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|  | glossaries, thesauruses), both print and digital, to find the pronunciation of a  word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g.,  by checking the inferred meaning in context or in a dictionary). |
| Grade 8 | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Grades 9-10 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Grades 11-12 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

College and Career Readiness Anchor Standards for Language Vertical Progression – Language Standards

Vocabulary Acquisition and Use

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

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | With guidance and support from adults, explore word relationships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |
| Grade 1 | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 2. 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). 3. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 4. 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. |
| Grade 2 | Demonstrate understanding of word relationships and nuances in word meanings.   1. Identify real-life connections between words and their use (e.g., describe foods   that are spicy or juicy).   1. Distinguish shades of meaning among closely related verbs (e.g., toss, throw,   hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
| Grade 3 | Demonstrate understanding of word relationships and nuances in word meanings.   1. Distinguish the literal and nonliteral meanings of words and phrases in context   (e.g., take steps).   1. Identify real-life connections between words and their use (e.g., describe   people who are friendly or helpful).   1. Distinguish shades of meaning among related words that describe states of   mind or degrees of certainty (e.g., knew, believed, suspected, heard, |

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|  | wondered). |
| Grade 4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Demonstrate understanding of words by relating them to their opposites   (antonyms) and to words with similar but not identical meanings (synonyms). |
| Grade 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figurative language, including similes and metaphors, in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Use the relationship between particular words (e.g., synonyms, antonyms,   homographs) to better understand each of the words. |
| Grade 6 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., personification) in context. 2. Use the relationship between particular words (e.g., cause/effect, part/whole,   item/category) to better understand each of the words.   1. Distinguish among the connotations (associations) of words with similar   denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| Grade 7 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 2. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
| Grade 8 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g. verbal irony, puns) in context. 2. Use the relationship between particular words to better understand each of   the words.   1. Distinguish among the connotations (associations) of words with similar   denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| Grades 9-10 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 2. Analyze nuances in the meaning of words with similar denotations. |
| Grades 11-12 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze |

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|  | their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |

College and Career Readiness Anchor Standards for Language Vertical Progression – Language Standards

Vocabulary Acquisition and Use

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.

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| Grade 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). |
| Grade 2 | 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). |
| Grade 3 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| Grade 4 | 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). |
| Grade 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). |
| Grade 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Grade 7 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Grade 8 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Grades 9-10 | Acquire and use accurately 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 considering a word or phrase important to comprehension or expression. |

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| Grades 11-12 | Acquire and use accurately 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 considering a word or phrase important to comprehension or expression. |