

Lady Liberty Academy

# Fourth 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).

4th Grade Year-At-A-Glance Pacing Guide

|  |  |  |  |
| --- | --- | --- | --- |
|  | Trimester 1 | Trimester 2 | Trimester 3 |
| Reading Standards | RL4.1, RL 4.2, RL4.5, RL 4.6, RL4.7, RL 4.9, RI4.1, RI4.2, RI4.4, RI4.5, RI4.6, RI4.7, RI4.8 RF4.3, RF4.4a,RF4.4b,RF4.4c | RL4.1, RL4.2, RL 4.3. RL4.5, RL4.7, RI4.1, RI4.2, RI4.3, RI4.7, RI4.9, RF4.4a, 4.4b, 4.4c | RL4.1, RL4.2, RL4.3, RL4.5, RL4.6, RL4.7, RI4.1, RI4.2, RI4.3, RI4.5, RI4.6, RI4.9,RF4.3, RF4.4a, RF4.4b, RF4.4c |
| Writing Standards | W4.3, W4.4, W4.5, W4.6, W4.10 | W4.1, W4.4, W4.5, W4.8, W4.9 | W4.2, W4.4, W4.7, W4.8, W4.9 |
| Speaking & Listening Standards | SL4.1a, SL4.1b, SL4.1c, SL 4.1d, SL4.3, SL4.4 | SL4.1, SL43, SL4.5, SL4. | SL4.1, SL4.2, SL4.4 |
| Language Standards | L4.1g, L4.2d, L4.3a, L4.3c, l4.5a, L4.5b, L4.5c,L4.6 | L4.1, L4.2, L4.3, L4.4, L4.5, L.4.6 | L4.1, L4.2, L4.3, L4.4, L4.5, L.4.6 |
| Social Studies Standards (6.1.4) | B.2, B.4, B.7, B.8, D.1, D.2, D.10, D.11, D.12, D.13, D.14 | A.1, A.2 ,A.3, A.4, A.5, A.6, A.10, A.12, B.5, B.6, D.4, D.5, D.6, D.7, D.8 | A.13, A.14, A.15, A.16, B.3, C.1, C.2, C.3, C.4, C.5, C.6, C.9, C.12, D.3, D.15, D.16, D.18, D.20 |
| Science Standards | 5.1.4.A.2, A.3, B.2, B.3, C.2, C.3, D.2, D.3  5.2.4.C.1, C.2, C.3  5.4.4.A.1, A.2, C.1, C.2, E.1 | 5.3.4A.1, A.2, A.3, B.1, C.1, C.2, D.1, E.1, E.2 | 5.2.4.A.1, A.2, A.3, A.4, B.1, D.1, E.3, E.4, 5.4.4.F.1, G.1, G.2, G.3, G.4 |
| Themes | “Once Upon a Time” | “Who’s the Boss?” | “What’s in a Name?” |
| Text | Sisters Grimm 1  Sisters Grimm 2  The Girl Who Helped Thunder  Mythomania | Poppy  Poppy and Rye  Can’t You Make Them Behave, King George | Letters from Rifka  Holes |
| Writing | Narrative | Opinion | Explanatory |
| Test Dates | Sept 19th  October 3rd  October 17th  October 30th  November 14th | December 5th  December 19th  January 16th  January 30th  February 13th  February 27th  March 13th | March 27th  April 10th  April 24th  May 1st  May 15th  May 29th  June 12th |

4.1: “Once Upon a Time”

{A Study in Traditional Literature}

# Essential Questions:

* How do we see examples of traditional literature in the modern literature we read today?
* How were oral story telling traditions important to life throughout civilization and how are they still important to life in present day?
* What are the important elements in traditional literature? In what ways do we still see those elements today?

# Building Background Knowledge:

* Jack and the Beanstalk: <http://www.youtube.com/watch?v=d2MVPbk4D1Y>
* Hansel and Gretel: <http://www.youtube.com/watch?v=_x9zT3J-7Yk&feature=related>
* Novel The Sisters Grimm book trailer and interview with author: <http://www.youtube.com/watch?v=2u9iTZpy8ko>
* “Crash Course” of history of first civilization: <http://www.youtube.com/watch?v=sohXPx_XZ6Y>

## Writing Portfolio:

## Refer to PARCC Content Framework on page 9 of this document.

## Novels:

## Sisters Grimm 1: Fairy Tale Detectives

In Book One of the *Sisters Grimm* series, we meet two sisters, Sabrina and Daphne, who have been sent to live with their mysterious grandmother, Relda Grimm. From their first day in Ferryport Landing, the sisters begin to unravel a mystery that reveals a family secret. Sabrina and Daphne learn that they are descendants of the Brothers Grimm, whose famous book of fairy tales is actually a history book. Snow White, the Three Little Pigs, the Big Bad Wolf-they're all alive and now neighbors of Granny Relda in this community of Everafters, as magical folks like to be called.

But life is not a fairy tale in Ferryport Landing. Someone has set a giant loose on the town, and it's up to the sisters Grimm to stop the giant and find the Everafter behind its murderous rampage. Is it Mayor Charming, formerly Prince Charming, who may have plans to get his kingdom back? Or Jack, the erstwhile giant killer, now working at the Big and Tall store?

## Sisters Grimm 2: The Unusual Suspects

Eleven-year-old Sabrina and seven-year-old Daphne, a pair of orphaned sisters, are sent to live with their mysterious grandmother, Relda Grimm. Relda lives in a strange town in New York State, known for its extraordinary number of unexplained and unusual crimes. In this environment, the sisters begin to unravel a mystery that leads to their ancestors‘ magical beginnings.Sabrina and Daphne discover that they are descendants of the Brothers Grimm, who were actually detectives of magical phenomena. The brothers were responsible for investigating the inexplicable events surrounding the Everafters, a parallel race of magical beings. The two sisters soon learn it is the Grimm family's legacy to keep the Everafters in line, and that they themselves are the sole heirs to this challenge!

In *The Unusual Suspects*, the Sisters Grimm start school at Ferryport Landing Elementary. Daphne is lucky enough to get Snow White for a teacher-she loves little people-but poor Sabrina is stuck with Mr. Grumpner and a class of mildly psychotic sixth graders. When Mr. Grumpner is murdered in a particularly unusual way, it is up to the Grimms to find the Everafter who did it-if only Sabrina can get over her distrust of all Everafters. But how can she trust the folks who just might be responsible for the disappearance of her parents?

## The Girl Who Helped Thunder

Engaging, inspirational, and above all entertaining, these legends come from Native American peoples across the U.S. Richly illustrated with original art, they capture a wide range of belief systems and wisdom from the Cherokee, Cheyenne, Hopi, Lenape, Maidu, Seminole, Seneca, and other tribes. The beautifully retold tales, all with informative introductions, range from creation myths to animal fables to stirring accounts of bravery and sacrifice. Find out how stories first came to be, and how the People came to the upper world. Meet Rabbit, the clever and irresistible Creek trickster. See how the buffalo saved the Lakota people, and why the Pawnee continue to do the Bear Dance to this very day.

Stefano Vitale’s art showcases a stunning array of animal figures, masks, totems, and Navajo-style rug patterns, all done in nature’s palette of brilliant turquoises, earth browns, shimmering sun-yellow, vivid fire-orange, and the deep blues of a dark night.

## Mythomania (9 book set)

Kate McMullan's popular series, Myth-O-Mania, is back in print! Get the real truth behind the most famous Greek myths straight from Hades, King of the Underworld. Find out if Zeus is really the god you think he is in these humorous and engaging parodies.

# Other Classroom Materials

Scholastic classroom library books for guided and independent reading

Scholastic News Magazine

Science Spin Magazine

Super Science Magazine

DynaMath Magazine

Time For Kids

Story Works Magazine

Poems by Shel Silverstein

Poems by Ken Nesbitt

Poetry Unit <http://mrswarnerarlington.weebly.com/poetry.html>

Free Reader’s Theater Scripts <http://www.teachingheart.net/readerstheater.htm>

# Vocabulary from Sisters Grimm, Book 1

1.melancholy: page 1

2.curtly: page 3

3.quirk; page 4

4.radiator: page 4

5.crone: page 7

6.gaunt: page 10

7.hemmed and hawed ( hem and haw): page 11

8.musty: page 14

9.precariously: page 15

10.dumbfounded: page 29

11.seethed: page 34

12.sabotage page 34

13.mutated: page 35

14. persecuted: page 66

15.posterity: page 66

16.ambassador: page 67

17.infestation: page 67

18.lunatic: page 71

19.gelatinous: page 116

20.psychotic: page 125

21.sordid: page 134

22.bulbous: page 148

23.rotund: page 157

24.kamikaze: page 167

25.cur: Page 174

26.traipse: page 197

27.tenacious: page 183

28. insolent: page 189

29. espionage: page 236

30. careening: page 272

# ELA Common Core Standards Addressed In This Unit:

* Denotes power standards that should be covered on an ongoing basis throughout the year

## READING LITERATURE

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | RL4.1\* | Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text |  |
|  | RL4.2\* | Determine the theme of a story, drama, or poem from details in the text; summarize the text. |  |
|  | RL4.3\* | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g a character’s thoughts, words, or actions) |  |
|  | RL4.4 | 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) |  |
|  | RL4.5 | Explain major differences between poems, drama, 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. |  |
|  | RL4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narratives. |  |
|  | RL4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific directions in the text. |  |
|  | RL4.9 | Compare and contrast the treatment of similar themes and topics (e.g opposition of good and evil) and patterns of events (e.g the quest) in stories, myths, and traditional literature from different cultures. |  |

## READING INFORMATIONAL TEXT

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | RI4.1\* | Refer to details and examples what the text says explicitly and when drawing inferences from the text. |  |
|  | RI4.2\* | Determine the main idea of a text and explain how it is supported by key details, summarize the text. |  |
|  | RI4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topics or subjects |  |
|  | RI4.5 | Describe the overall structure( e.g chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |  |
|  | RI4.6 | Compare and contrast a firsthand and a secondhand account of the same event or topic; describe the differences in focus and the information provided. |  |
|  | RI4.7 | Interpret information presented visually, orally, or quantitatively (e.g in charts, graphs, diagrams, time lines, animations, or interactive elements on webpages) |  |
|  | RI4.8 | Explain how the author uses reasons and evidence to support particular points in a text |  |

## READING FOUNDATIONS

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | RF 4.3 | Know and apply grade-level phonics and word analysis in decoding words |  |
|  | RF 4.4a | Read grade level text with purpose and understanding |  |
|  | RF 4.4b | Read grade level prose and poetry orally with accuracy, appropriate rate and expression on successive readings |  |
|  | RF 4.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |

## SPEAKING AND LISTENING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | | **Dates Assessed** |
|  | SL 4.1a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion |  | |
|  | SL 4.1b | Follow agreed-upon rules for discussions and carry out assigned roles. |  | |
|  | SL 4.1c | Pose and respond to specific questions to clarify or follow up information, and make comments that contribute to the discussion and link to the remarks of others |  | |
|  | SL 4.1d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion |  | |
|  | SL 4.3 | Identify the reasons and evidence a speaker provides to support particular points |  | |
|  | SL 4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |  | |

## LANGUAGE

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | L 4.1g | Correctly use frequently confused words (e.g to, too, two; there, their, they’re) |  |
|  | L 4.2d | Spell grade-appropriate words correctly, consulting references when needed |  |
|  | L 4.3a | Choose words and phrases to convey ideas precisely |  |
|  | L 4.3c | Differentiate between contexts that call for formal English (e.g presenting ideas), and situations where informal discourse is appropriate (e.g small group discussion) |  |
|  | L 4.5a | Explain the meaning of simple similes and metaphors (e.g pretty as a picture) in context |  |
|  | L 4.5b | Recognize and explain the meaning of common idioms, adages and proverbs |  |
|  | L 4.5c | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) |  |
|  | L 4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g quizzed, whined, stammered) and that are basic to a particular topic (e.g wildlife, conservation, and endangered when discussing animal preservation) |  |

## WRITING

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | W 4.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |
|  | W 4.4 | Produce clear and coherent writing in which the development and organization are appropriate task, purpose, and audience. (Grade-specific expectations for writing types as defined in standards 1-3 above) |  |
|  | W 4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here) |  |
|  | W 4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |  |
|  | W 4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames ( a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |

# Social Studies Standards:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | 6.1.4.B.2 | Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. |  |
|  | 6.1.4.B.4 | Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. |  |
|  | 6.1.4.B.7 | Explain why some locations in New Jersey and the United States are more suited for settlement than others. |  |
|  | 6.1.4.B.8 | Compare ways people choose to use and divide natural resources. |  |
|  | 6.1.4.D.1 | Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. |  |
|  | 6.1.4.D.2 | Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. |  |
|  | 6.1.4.D.10 | Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifest in different regions of New Jersey. |  |
|  | 6.1.4.D.11 | Determine how local and state communities have changed over time, and explain the reasons for the changes. |  |
|  | 6.1.4.D.12 | Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. |  |
|  | 6.1.4.D.13 | Describe how culture is expressed through and influenced by the behavior of people. |  |
|  | 6.1.4.D.14 | Trace how the American identity evolved over time. |  |

# Science Standards:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | 5.1.4.A.2 | Use outcomes of investigations to build and refine questions, models, and explanations. |  |
|  | 5.1.4.A.3 | Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments. |  |
|  | 5.1.4.B.2 | Measure, gather, evaluate, and share evidence using tools and technology |  |
|  | 5.1.4.B.3 | Formulate explanations from evidence. |  |
|  | 5.1.4.C.2 | Revise predictions or explanations on the basis of learning new information. |  |
|  | 5.1.4.C.3 | Present evidence to interpret and/or predict cause-and-effect outcomes of investigations. |  |
|  | 5.1.4.D.2 | Work collaboratively to pose, refine, and evaluate questions, investigations, models and theories. |  |
|  | 5.1.4.D.3 | Demonstrate how to safely use tools, instruments, and supplies. |  |
|  | 5.2.4.C.1 | Compare various forms of energy observed in everyday life and describe their applications. |  |
|  | 5.2.4.C.2 | Compare the flow of heat through metals and nonmetals by taking and analyzing measurements. |  |
|  | 5.2.4.C.3 | Draw and label diagrams showing several different ways that energy can be transferred from one place to another |  |
|  | 5.4.4.A.1 | Formulate a general description of the daily motion of the Sun across the sky based on shadow observations . Explain how shadows could be used to tell the time of day. |  |
|  | 5.4.4.A.2 | Identify patterns of the Moon’s appearance and make predictions about its future appearance based on observational data. |  |
|  | 5.4.4.C.1 | Create a model to represent how soil is formed. |  |
|  | 5.4.4.C.2 | Categorize unknown samples as either rocks or minerals. |  |
|  | 5.4.4.E.1 | Develop a general set of rules to predict temperature changes of Earth materials, such as water, soil, and sand, when placed in the Sun and in the shade. |  |

# Daily Structure:

Students will read and write every day. They should be exposed to literature in a variety of ways. There should be a time devoted to a general read aloud daily where students are exposed to literature for the joy of reading. The Daily 5 structure asks students to do the following daily: read independently, read to someone else, listen to reading, write and do some type of word work. Students should be given time daily to read independently and should be held accountable for what they have read. Word work will be a mix of spelling activities and vocabulary work. Vocabulary should be pulled from the core novels while spelling words will become unacceptable errors in written work. Social Studies and Science are included in ELA scheduling to facilitate their interconnecting into one unit of study.

# Relevant Projects:

* Creating a sundial to demonstrate how the Native Americans used the Sun to tell time
* Lunar Cycle-How did the moon help keep track of longer periods of time (weeks and months)
* How is soil made? What made it good for planting?
* What is the difference between rocks and minerals? Are there specific rocks that serve a specific purpose?
* Write your own myth/legend to describe a natural event
* Telephone experiment (oral storytelling)
* Fairytale Castle Book Report
* Design your own Native American Village

# Relevant Field Trips:

* Waterloo Village-

Students will be immersed in the ways of life of a Lenni Lenape Native American. Students will be able to connect to their standard of living and understand what it was like to live in those circumstances and in that time period.

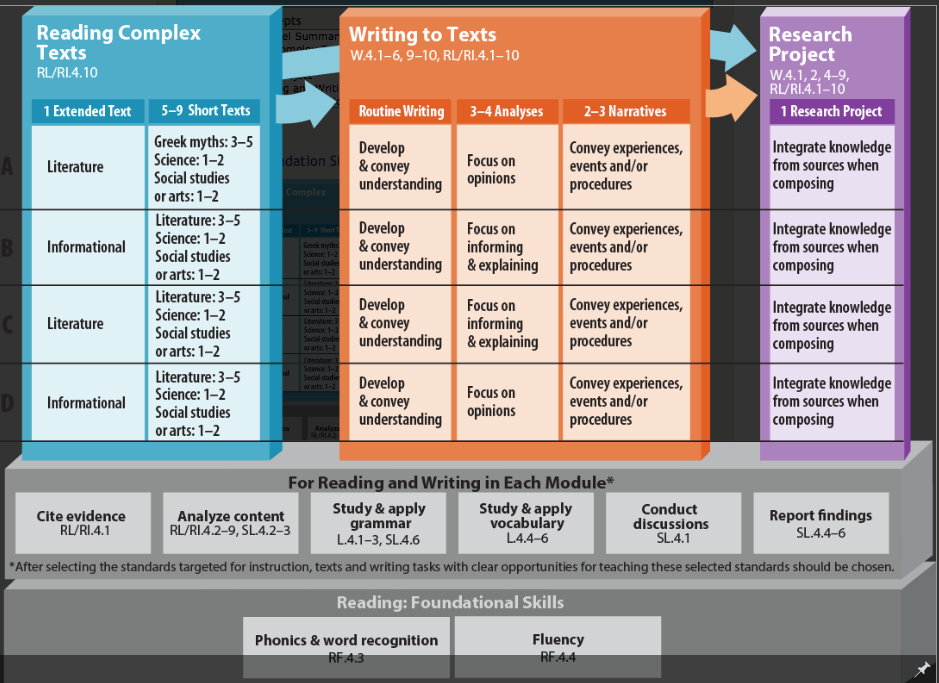
* MagiQuest-

Students studying myths, folklore and traditional literature will have the opportunity to be transported to a magical realm where they must solve poetry based riddles in order to complete

quests and advance in society.

# PARCC Framework for ELA Year-long Overview

# Teachers will refer to the PARCC Framework during instructional planning meetings to ensure alignment and rigor in the application of standards in the classroom.

Assessments:

Measuring Up Live! Biweekly assessments

Spelling Tests

Vocabulary tests

Weekly writing prompts

Guided comprehension questions

Exit Tickets

Projects

Quizzes

4.2: “Who’s the Boss?”

{A Study of Power in Life and Literature}

# Essential Questions:

* Who is in power in society today? Who gives them that power?
* Who makes laws for us today? Who can influence those people?
* What makes power different in nature? Who holds the power in the animal world?
* How did the power shift when the European Settlers arrived in North America?

# Build Background Knowledge

* <http://www.avi-writer.com/teachers/teachers.html>
* Images of owls and field mice (for novel Poppy) <http://www.teachertube.com/viewVideo.php?video_id=5604&title=Creating_the_Constitution>
* Understanding the 3 Branches of Government <http://youtu.be/T6K_BnUkQt4>
* Three Branches of Government Rap Video <http://youtu.be/ZCB8EOY5d48>
* The Bill of Rights Rap Video  <http://youtu.be/tlt6R1KD4E> 0
* Who were the Presidents Rap http://youtu.be/a67Wm\_qms2I
* <http://www.brainpop.com/socialstudies/ushistory/usconstitution>
* <http://www.brainpop.com/socialstudies/ushistory/declarationofindependence>
* <http://www.brainpopjr.com/socialstudies/citizenship/rightsandresponsibilities>

## Writing Portfolio:

## Refer to PARCC Content Framework on page 9 of this document.

# Core Novels:

## *Poppy,* by Avi

In Dimwood Forest, a family of mice inhabit an abandoned farmhouse called Gray House. Poppy, a young deer mouse, dances with Ragweed, a golden mouse, on Bannock's Hill. However, Mr. Ocax, a [Great Horned Owl](http://en.wikipedia.org/wiki/Great_Horned_Owl) who acts as a tyrannical ruler over the family, tries to catch both of the mice while they are distracted. Ragweed is caught; however, Poppy manages to escape with a mark on her nose caused by the owl's talons.

When Poppy returns, she learns that the family of mice must relocate to New House, where there is a more abundant food supply. However, the family is refused permission from Ocax to move to the area. His refusal makes Poppy curious, so she decides to travel to New House to verify Ocax's reasons. Ocax notices her departure and follows her. Poppy eventually stumbles upon Ereth, a porcupine, who protects Poppy when Ocax reveals himself. Ereth offers her continued protection from Ocax in exchange for the salt licker at New House.

Poppy is dropped off at the boundaries of New House and discovers that Ocax is afraid of a large artificial owl figure, which is why he refused the mice family permission to move. Poppy taunts Ocax about the figure but mistakenly reveals that it is fabricated. Ocax attacks Poppy, but is eventually defeated when Poppy stabs him with one of Ereth's quills. After learning of Ocax's death, the mice family move to New House, and Ereth receives the salt licker, which was knocked over by Ocax during the fight.

## *Poppy and Rye,* by Avi

Heartbroken over the loss of her beloved fiancé, Ragweed, Poppy is making the long journey west to bring the sad news to his family, whom she's never met. There is no way Poppy can know that Ragweed's brother Rye is traveling east on his own quest for answers....

Coming across a beautiful green meadow in the forest, Poppy closes her eyes and begins to dance. Suddenly, she opens her eyes and, for one indescribable moment, thinks she sees Ragweed standing before her. Without a word, the strange new mouse takes her paws and the two dance in a graceful, magical duet. And then he is gone.

Has it all been a dream? Or has something truly extraordinary occurred? Poppy isn't sure. But when she finally reaches Ragweed's family, she discovers great trouble. Beavers are constructing a giant dam and flooding the home of the mouse family. The mice have turned for help to Rye, who has always lived in the shadow of his older brother. Now, Rye longs to prove himself to his family...and to the beautiful deer mouse who captured his heart in the meadow.

Before the battle is over, Poppy and Rye are drawn together in a dangerous showdown with the cruel and relentless dam builders. Braving kidnap, imprisonment, and a daring rescue, they carry out a brilliant plan, and with Poppy by his side, Rye dares rise to meet the expectations of his family and the mouse he loves.

## 

## *Can’t You Make Them Behave, King George?* By Jean Fritz

All King George III ever wanted was for everyone to be as conscientiously obedient in obeying the rules as he was! He did everything to be a good king: he married a princess, he had heirs, and he was a good and faithful steward to his country's money. So why then, did those rebellious American choose to cause so much trouble for him? From the King's royal viewpoint, they were no more than traitors and scoundrels, and a troublesome force to reckon with!

This fabulously creative portrayal of Britain's King George III is certain to stimulate interest in and establish genuine understanding of this early period in the American Revolution. Fritz presents the biography of King George to readers humorously, and with historical acuity. Using fascinating trivia and other tidbits, Fritz enlivens history, and gives young readers insight into this famous King's personality.

# Relevant Projects:

* Create a food chain
* Changing ecosystems
* Simulated democratic process
* African-American Leaders Newspaper Biography Book Report
* Webquest on the regions of US & NJ

# Relevant Field Trips:

* Statehouse-Trenton, NJ

Students will be taken on a tour of the State House including Assembly and Senate Chambers. They will be able to see where the laws and policy is enacted and where the democratic process they have studied takes place in their state.

# Key Vocabulary from *Poppy*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| accustomed  agitated  arsenal  astounding  avenge  baffled  bewilderment  bolt  brazen  cautiously  charred  collective  common  court  deputation  dim  doe |  | dwelling  effrontery  elation  enraptured  fallow  fawn  flustered  foliage  forage  foul  frailty  fret  genuine  gingerly  grave  habitation  hullabaloo |  | insufficient  lingering  listlessly  luscious  luxuriant  massive  memorial  methodically  midday  milling about  mottled  nauseate  ossified  perch  phantom  pitched  ponderously |  | precautions  rake  resume  retrieve  revulsion  sassy  scoff  seething  subject  torrent  tribute  trundle  uncertainty  upchucked  uttering  vague  wake |

# ELA Common Core Standards Addressed in This Unit:

* Denotes power standards that should be covered on an ongoing basis throughout the year

## READING LITERATURE

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | RL4.1\* | Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text |  |
|  | RL4.2\* | Determine the theme of a story, drama, or poem from details in the text; summarize the text. |  |
|  | RL4.3\* | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g a character’s thoughts, words, or actions) |  |
|  | RL4.5 | Explain major differences between poems, drama, 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. |  |
|  | RL4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific directions in the text. |  |

## READING INFORMATIONAL TEXT

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Date Assessed** |
|  | RI4.1\* | Refer to details and examples what the text says explicitly and when drawing inferences from the text. |  |
|  | RI4.2\* | Determine the main idea of a text and explain how it is supported by key details, summarize the text. |  |
|  | RI4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |  |
|  | RI4.7 | Interpret information presented visually, orally, or quantitatively (e.g in charts, graphs, diagrams, time lines, animations, or interactive elements on webpages) |  |
|  | RI4.9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. |  |

## READING FOUNDATIONS

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Date Assessed** |
|  | RF 4.3 | Know and apply grade-level phonics and word analysis in decoding words |  |
|  | RF 4.4a | Read grade level text with purpose and understanding |  |
|  | RF 4.4b | Read grade level prose and poetry orally with accuracy, appropriate rate and expression on successive readings |  |
|  | RF 4.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |

## SPEAKING AND LISTENING

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Date Assessed** |
|  | SL 4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. |  |
|  | SL 4.3 | Identify the reasons and evidence a speaker provides to support particular points. |  |
|  | SL 4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |  |
|  | SL 4.6 | Differentiate between contexts that call for formal English (e.g presenting ideas) and situations where informal discourse is appropriate (e.g small-group discussion); use formal English when appropriate to task and situation (See grade 4 Language Standards) |  |

## LANGUAGE

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Date Assessed** |
|  | L 4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |
|  | L 4.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |
|  | L 4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |
|  | L 4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |  |
|  | L 4.5 | Demonstrate understanding of figurative language, world relationships, and nuances in word meanings. |  |
|  | L 4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g quizzed, whined, stammered) and that are basic to a particular topic (e.g wildlife, conservation, and endangered when discussing animal preservation) |  |

## WRITING

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Date Assessed** |
|  | W 4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |  |
|  | W 4.4 | Produce clear and coherent writing in which the development and organization are appropriate task, purpose, and audience. (Grade-specific expectations for writing types as defined in standards 1-3 above) |  |
|  | W 4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here) |  |
|  | W 4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |  |
|  | W 4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. |  |
|  | W 4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |
|  | W 4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames ( a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |

# Social Studies Standards:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | 6.1.4.A.1 | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. |  |
|  | 6.1.4.A.2 | Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e freedom of expression, freedom of religion, the right to vote, the right to due process) contribute to the continuation and improvement of American democracy. |  |
|  | 6.1.4.A.3 | Determine how “fairness” , “equality”, and the “common good” have influenced change at the local and national levels of United States government. |  |
|  | 6.1.4.A.4 | Explain how the United States government is organized and how the United States Constitution defines and limits the power of government. |  |
|  | 6.1.4.A.5 | Distinguish the roles and responsibilities of the three branches of the national government. |  |
|  | 6.1.4.A.6 | Explain how national and state government share power in the federal government. |  |
|  | 6.1.4.A.10 | Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. |  |
|  | 6.1.4.A.12 | Explain the process of creating change at the local, state, or national level. |  |
|  | 6.1.4.B.5 | Describe how human interaction impacts the environment in New Jersey and the United States. |  |
|  | 6.1.4.B.6 | Compare and contrast characteristics of regions in the United States based on culture, economics, politics and physical environment to understand the concept of regionalism. |  |
|  | 6.1.4.D.4 | Explain how key events led to the creation of the United States and the state of New Jersey |  |
|  | 6.1.4.D.5 | Relate key historical documents (i.e the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. |  |
|  | 6.1.4.D.6 | Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. |  |
|  | 6.1.4.D.7 | Explain the role Governor William Livingston played in the development of New Jersey government |  |
|  | 6.1.4.D.8 | Determine the significance of New jersey’s role in the American Revolution. |  |
|  | 6.3.4.A.1 | Evaluate what makes a good rule or law. |  |
|  | 6.3.4.A.2 | Contact local officials and community members to acquire information and/or discuss local issues. |  |

# Science Standards:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | 5.3.4.A.1 | Develop and use evidence-based criteria to determine if an unfamiliar object is living or nonliving |  |
|  | 5.3.4.A.2 | Compare and contrast structures that have similar functions in various organisms, and explain how those functions may be carried out by structures that have different physical appearances. |  |
|  | 5.3.4.A.3 | Describe the interactions of systems involved in carrying out everyday life activities. |  |
|  | 5.3.4.B.1 | Identify sources of energy (food) in a variety of settings (farm, zoo, ocean, forest) |  |
|  | 5.3.4.C.1 | Predict the biotic and abiotic characteristics of an unfamiliar organisms habitat. |  |
|  | 5.3.4.C.2 | Explain the consequences of rapid ecosystem change (e.g flooding, wind storms, snowfall, volcanic eruptions) and compare them to consequences of gradual ecosystem change (e.g gradual increase or decrease in daily temperatures, change in yearly rainfall) |  |
|  | 5.3.4.D.1 | Compare the physical characteristics of the different stages of the life cycle of an individual organism, and compare the characteristics of life stages among species. |  |
|  | 5.3.4.E.1 | Model an adaptation to a species that would increase its chances of survival, should the environment become wetter, dryer, warmer or cooler over time. |  |
|  | 5.3.4.E.2 | Evaluate similar populations in an ecosystem with regard to their ability to thrive and grow. |  |

# Daily Structure:

Students will read and write every day. They should be exposed to literature in a variety of ways. There should be a time devoted to a general read aloud daily where students are exposed to literature for the joy of reading. The Daily 5 structure asks students to do the following daily: read independently, read to someone else, listen to reading, write and do some type of word work. Students should be given time daily to read independently and should be held accountable for what they have read. Word work will be a mix of spelling activities and vocabulary work. Vocabulary should be pulled from the core novels while spelling words will become unacceptable errors in written work. Social Studies and Science are included in ELA scheduling to facilitate their interconnecting into one unit of study.

# PARCC Framework for ELA Year-long Overview

# 

# Teachers will refer to the PARCC Framework during instructional planning meetings to ensure alignment and rigor in the application of standards in the classroom.

# Assessments:

* Measuring Up Live! Biweekly assessments
* Spelling Tests
* Vocabulary tests
* Weekly writing prompts
* Guided comprehension questions

4.3: “What’s In a Name?”

{A Study of Identity and Its Purpose}

# Essential Questions:

* How do stories change when the person telling them changes?
* Does a person have to be a part of a story to tell it well?
* How do people in NJ identify themselves? The United States?
* How does your name and identity define who you are? Can it be changed?
* What gives an object its identity? How can we describe it?

# Building Background Knowledge:

* Cool, “kid-friendly” video to music that provides MUCH NEEDED background knowledge before beginning the novel *Letters From Rifka:* <http://vimeo.com/9204723>
* Map of Russia including old sea passageways to America
* [www.BehindTheName.com](http://www.BehindTheName.com) allows one to search for the origin of first and last names

# Core Novels:

## *Letters from Rifka* by Karen Hesse

## During the Russian Civil War of 1919, Rifka and her family must flee Russia. She tells her story in a series of letters to a cousin who remains behind in Russia, written in the blank spaces of an edition of Pushkin's poetry. Rifka, her parents, and her brothers Nathan and Saul, escape Russia, hoping to join the three older sons who have been living in America for years. Along the way, they face cruel officials, typhus, hunger, theft, ringworm, and a separation that threatens to keep Rifka from ever rejoining her family. She is constantly reminded she must be clever and brave, but her true salvation can only come when she learns compassion. When she is free to leave and on the boat to America, Rifka falls in love with Pieter, a sailor. When a violent storm kills him, Rifka is depressed and ready to go home. While she is stranded at Ellis Island, she finds she has a talent for nursing and for literature.

## *Holes* by Louis Sachar

And so, Stanley Yelnats seems set to serve an easy sentence, which is only fair because he is as innocent as you or me. But Stanley is not going where he thinks he is. Camp Green Lake is like no other camp anywhere. It is a bizarre, almost otherworldly place that has no lake and nothing that is green. Nor is it a camp, at least not the kind of camp kids look forward to in the summertime. It is a place that once held "the largest lake in Texas," but today it is only a scorching desert wasteland, dotted with countless holes dug by the boys who live at the camp.

The trouble started when Stanley was accused of stealing a pair of shoes donated by basketball great Clyde "Sweetfeet" Livingston to a celebrity auction. In court, the judge doesn't believe Stanley's claim that the shoes fell from the sky onto his head. And yet, that's exactly what happened. Oddly, though, Stanley doesn't blame the judge for falsely convicting him. Instead, he blames the whole misadventure on his "no-good-dirty-rotten-pig-stealing-great-great-grandfather." Thanks to this benighted distant relative, the Yelnats family had been cursed for generations. For Stanley, his current troubles are just a natural part of being a Yelnats.

At Camp Green Lake, the warden makes the boys "build character" by spending all day, every day, digging holes: five feet wide and five feet deep. It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the treacherous warden is searching for something, and before long Stanley begins his own search—for the truth. Fate conspires to resolve it all—the family curse, the mystery of the holes, the drought that destroyed Green Lake, and also, the legend of Kissing Kate Barlow, an infamous outlaw of the Wild West. The great wheel of justice has ground slowly for generations, but now it is about to reveal its verdict. **Click here for *Holes***[Teaching Guide.](http://www.somersetacademy.com/ourpages/auto/2013/10/25/41303610/holes-multi_text_study-final.pdf)

# Key Vocabulary of *Letters From Rifka*

|  |  |  |  |
| --- | --- | --- | --- |
| # | Word | Usage | Definition􏰀􏰀􏰀􏰀􏰀􏰀􏰀􏰀􏰀􏰀􏰀􏰀􏰀􏰀􏰀.......... |
| 1. | vanished | verb | to pass out of sight |
| 2. | rucksack | noun | a knapsack, backpack |
| 3. | bayonet | noun | a blade adapted to fit the end of a rifle |
| 4. | battalion | noun | an army unit |
| 5. | pivot | verb | to turn on a point |
| 6. | commotion | noun | a noisy disturbance |
| 7. | sprawling | adj. &verb | spread out; to stretch out wide |
| 8. | deformity | noun | a part that is not normal in shape |
| 9. | spittle | noun | liquid secreted in the mouth; saliva |
| 10 | tallis | noun | a prayer shawl used by Jewish men |
| 11 | jabber | verb | to talk rapidly or unintelligibly |
| 12 | tempest | noun | a violent wind storm |
| 13 | cabaret | noun | a restaurant or nightclub offering live entertainment |
| 14 | peruke | noun | a wig or hairpiece |
| 15 | steerage | noun | the least expensive way to travel on a ship |
| 16 | immigrant | noun | a person who comes into another country to live |
| 17 | tempest | noun | a violent wind storm |
| 18 | cabaret | noun | a restaurant or nightclub offering live entertainment |
| 19 | peruke | noun | a wig or hairpiece |
| 20 | steerage | noun | the least expensive way to travel on a ship |
| 21 | immigrant | noun | a person who comes into another country to live |
| 22 | emigrant | noun | a person who has left his native land to live in another country |
| 23 | pogrom | noun | an organized attack on Jews in Russia in late 1800􏰁s; an officially encouraged massacre |
| 24 | retched | verb | to vomit or try to vomit |
| 25 | simpleton | noun | one of weak intellect, judgment, or sense |

# Vocabulary from Holes

**Part I:**

**Chapters 1-4:** pp 3-15: gruff, perseverance, violation

**Chapters 5-8:** pp.16-40: prospect, shaft, defective, forlorn, shallow, preposterous, wharf, clod, Latvia=Latvian

**Chapters 8-15:** pp. 41-71: predatory, upholstery, fossilize, compound, visible

**Chapters 16-19:** pp. 72-87: sprawled, evict, throb, penetrating

**Chapters 20-22:** pp. 88-100: condemned, writhe, stranded

**Chapters 23-25:** pp.101-111: nozzle, ointment, concoctions, quivering

**Chapters 26-28:** pp. 112-123: desperate, drought **Part II:**

**Chapters 29-30:** pp. 127-140: barren, horizon

**Chapters 31-33:** pp. 141-151: eventually, drummed, twitch

**Chapters 34-36:** pp. 152-166: shimmering, sheepishly, sploosh, deft

**Chapters 37-40:** pp. 167-181: zigzagged, swarm, generations, gratefully, snicker

**Chapters 41-43:** pp. 182-197: ward, glittering, inexplicable, distinctive, cluster, adjacent

**Chapters 44-49:** pp.198-225: budge, fleck, strenuous, delirium, jurisdiction, incarcerated, eliminate **Part III:**

**Chapter 50:** pp.229-233: tedious, subtle, promissory notes, caviar

- See more at: http://www.myvocabulary.com/word-list/novels/holes-vocabulary/#sthash.wAbPUfyK.dpuf

# Relevant Projects:

* Create an electrical loop
* Take a virtual field trip of Ellis Island and document your learning
* Write a story, Tales of a \_\_\_\_\_\_\_\_ Immigrant; document the journey of an immigrant
* Miniature Water Cycles in a Ziploc bag
* Types of cloud posters
* Primary vs. secondary sources in history
* States of matter project
* Categorizing and identifying objects
* Short Research paper

# Relevant Field Trips:

* Ellis Island/Statue of Liberty

Students will be shown around an iconic landmark of the United States. They will experience the thrill of seeing Lady Liberty from a boat (ferry) that so many immigrants to this country were greeted with. They will be able to walk in the footsteps at Ellis Island and take part in a tour that will guide them through the same path those immigrates took.

# ELA Standards:

* Denotes power standards that should be covered on an ongoing basis throughout the year.

## READING LITERATURE

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | RL4.1\* | Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text |  |
|  | RL4.2\* | Determine the theme of a story, drama, or poem from details in the text; summarize the text. |  |
|  | RL4.3\* | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g a character’s thoughts, words, or actions) |  |
|  | RL4.5 | Explain major differences between poems, drama, 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. |  |
|  | RL4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. |  |
|  | RL4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific directions in the text. |  |

## READING INFORMATIONAL TEXT

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | RI4.1\* | Refer to details and examples what the text says explicitly and when drawing inferences from the text. |  |
|  | RI4.2\* | Determine the main idea of a text and explain how it is supported by key details, summarize the text. |  |
|  | RI4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |  |
|  | RI4.5 | Describe the overall structure (e.g chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |  |
|  | RI4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |  |
|  | RI4.9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. |  |

## READING FOUNDATIONS

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
| 1 | RF 4.3 | Know and apply grade-level phonics and word analysis in decoding words |  |
| 2 | RF 4.4a | Read grade level text with purpose and understanding |  |
| 3 | RF 4.4b | Read grade level prose and poetry orally with accuracy, appropriate rate and expression on successive readings |  |
| 4 | RF 4.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |

## SPEAKING AND LISTENING

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | SL 4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. |  |
|  | SL 4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |
|  | SL 4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace. |  |

## LANGUAGE

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | L 4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |
|  | L 4.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |
|  | L 4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |
|  | L 4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |  |
|  | L 4.5 | Demonstrate understanding of figurative language, world relationships, and nuances in word meanings. |  |
|  | L 4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g quizzed, whined, stammered) and that are basic to a particular topic (e.g wildlife, conservation, and endangered when discussing animal preservation) |  |

## WRITING

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | W 4.2 | Write informative/explanatory texts to examine a topic and convey information clearly. |  |
|  | W 4.4 | Produce clear and coherent writing in which the development and organization are appropriate task, purpose, and audience. (Grade-specific expectations for writing types as defined in standards 1-3 above) |  |
|  | W 4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |  |
|  | W 4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. |  |
|  | W 4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |

# Social Studies Standards:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | 6.1.4.A.13 | Describe the process by which immigrants become United Stated citizens. |  |
|  | 6.1.4.A.14 | Describe how the world is divided into many nations that have their own governments, languages, customs and laws. |  |
|  | 6.1.4.A.15 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |  |
|  | 6.1.4.A.16 | Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. |  |
|  | 6.1.4.B.3 | Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. |  |
|  | 6.1.4.C.1 | Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities. |  |
|  | 6.1.4.C.2 | Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations. |  |
|  | 6.1.4.C.3 | Explain why incentives vary between and among producers and consumers |  |
|  | 6.1.4.C.4 | Describe how supply and demand influence price and output of products. |  |
|  | 6.1.4.C.5 | Explain the role of specialization in the production and exchange of goods and services |  |
|  | 6.1.4.C.6 | Describe the role and relationship among households, businesses, laborers, and governments within the economic system. |  |
|  | 6.1.4.C.9 | Compare and contrast how access to and use of resources affects people across the world differently. |  |
|  | 6.1.4.C.12 | Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived in New Jersey |  |
|  | 6.1.4.D.3 | Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. |  |
|  | 6.1.4.D.15 | Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. |  |
|  | 6.1.4.D.16 | Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. |  |
|  | 6.1.4.D.18 | Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. |  |
|  | 6.1.4.D.20 | Describe why it is important to understand the perspectives of other cultures in an interconnected world. |  |

# Science Standards:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Originally Taught** | **Standard** | **Standard Explanation** | **Dates Assessed** |
|  | 5.2.4.A.1 | Identify objects that are composed of a single substance and those that are composed of more than one substance using simple tools found in the classroom. |  |
|  | 5.2.4.A.2 | Plan and carry out an investigation to distinguish among solids, liquids and gasses. |  |
|  | 5.2.4.A.3 | Determine the weight and volume of common objects using appropriate tools. |  |
|  | 5.2.4.A.4 | Categorize objects based on the ability to absorb or reflect light and conduct heat or electricity. |  |
|  | 5.2.4.B.1 | Predict and explain what happens when a common substance, such as shortening or candle wax, is heated to melting and then cooled to a solid. |  |
|  | 5.2.4.D.1 | Repair an electric circuit by completing a closed loop that includes wires, a battery (or batteries) and at least one other electrical component to produce observable charge. |  |
|  | 5.2.4.E.3 | Investigate and categorize materials based on their interaction with magnets, |  |
|  | 5.2.4.E.4 | Investigate, construct, and generalize rules for the effect that force of gravity has on balls of different sizes and weights. |  |
|  | 5.4.4.F.1 | Identify patterns in data collected from basic weather instruments. |  |
|  | 5.4.4.G.1 | Explain how clouds form. |  |
|  | 5.4.4.G.2 | Observe daily cloud patterns, types of precipitation, and temperature, and categorize the clouds by the conditions that form precipitation. |  |
|  | 5.4.4.G.3 | Trace a path a drop of water might follow though the water cycle. |  |
|  | 5.4.4.G.4 | Model how the properties of water can change as water moves through the water cycle. |  |

# Daily Structure:

Students will read and write every day. They should be exposed to literature in a variety of ways. There should be a time devoted to a general read aloud daily where students are exposed to literature for the joy of reading. The Daily 5 structure asks students to do the following daily: read independently, read to someone else, listen to reading, write and do some type of word work. Students should be given time daily to read independently and should be held accountable for what they have read. Word work will be a mix of spelling activities and vocabulary work. Vocabulary should be pulled from the core novels while spelling words will become unacceptable errors in written work. Social Studies and Science are included in ELA scheduling to facilitate their interconnecting into one unit of study.

# Assessments:

* Measuring Up Live! Biweekly assessments
* Spelling Tests
* Vocabulary tests
* Weekly writing prompts
* Guided comprehension questions

# PARCC Framework for ELA Year-long Overview

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# Teachers will refer to the PARCC Framework during instructional planning meetings to ensure alignment and rigor in the application of standards in the classroom.

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.

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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.

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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.

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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.

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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.

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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.

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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. |