Reading for Success©: A Novel Study for *Freedom Crossing* by Margaret Goff Clark. Common Core State Standards for Grades 4, 5, and 6.

Common Core Standards© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	LESSON									
	1	2	3	4	5	6	7	8	9	10
Speaking and Listening: Comprehension and Collaboration										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.1. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.2. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Speaking and Listening: Presentation of Knowledge and Ideas										
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.									✓	
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.									✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
Reading Foundational Skills: Phonics and Word Recognition										
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading: Foundational Skills: Fluency										
Teacher modeling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Individual silent practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Partner oral practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Individual test (reading checkout)	✓	✓								✓
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level prose and orally with accuracy, appropriate rate, and expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level prose and orally with accuracy, appropriate rate, and expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Conventions of Standard English										
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use prepositional phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Correctly use frequently confused words (e.g., *to, too, two; there, their*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use verb tense to convey various times, sequences, states, and conditions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in verb tense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use correlative conjunctions (e.g., *either/or, neither/nor*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use intensive pronouns (e.g., *myself, ourselves*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in pronoun number and person.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use correct capitalization.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use commas and quotation marks to mark direct speech and quotations from a text.						✓				✓
Use a comma before a coordinating conjunction in a compound sentence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use punctuation to separate items in a series.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a comma to separate an introductory element from the rest of the sentence.		✓	✓		✓	✓				✓

	1	2	3	4	5	6	7	8	9	10
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?).		✓				✓				✓
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Knowledge of Language										
Choose words and phrases for effect.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose words and phrases to convey ideas precisely.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose punctuation for effect.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maintain consistency in style and tone.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Vocabulary Acquisition and Use										
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Determine meaning of compound words using word parts.	✓	✓	✓	✓		✓		✓		
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	✓	✓	✓	✓	✓		✓	✓	✓	✓
Recognize and explain the meaning of common idioms, adages, and proverbs.	✓		✓	✓	✓		✓	✓	✓	✓
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figurative language, including similes and metaphors, in context.	✓		✓	✓	✓		✓	✓	✓	✓
Recognize and explain the meaning of common idioms, adages, and proverbs.	✓		✓	✓	✓		✓	✓	✓	✓
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., personification) in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.6. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Key Ideas and Details										
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.2. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.3. 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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.3. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Craft and Structure										
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.										✓
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
Reading Literature: Integration of Knowledge and Ideas										
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.										✓
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	✓									✓
RL.6.7. 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.										✓
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			✓							
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			✓							
Reading Literature: Range of Reading and Complexity of Text										
Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discriminate between fiction and nonfiction text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Informational Text: Key Ideas and Details										
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		✓								
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		✓								
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		✓								

	1	2	3	4	5	6	7	8	9	10
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.		✓								
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		✓								
RI.6.2. 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.		✓								
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		✓								
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		✓								
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		✓								
Reading Informational Text: Craft and Structure										
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.		✓								
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.		✓								
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		✓								
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		✓								
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		✓								
RI.6.5. 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.		✓								
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		✓								
Reading Informational Text: Integration of Knowledge and Ideas										
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.		✓								

	1	2	3	4	5	6	7	8	9	10
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		✓								
RI.6.8. 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.		✓								
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		✓								
Range of Reading and Level of Text Complexity										
RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		✓								
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		✓								
RI.6.10. 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.		✓								
Writing: Text Types and Purposes										
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		✓	✓							
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		✓	✓							
Provide reasons that are supported by facts and details.		✓	✓							
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		✓	✓							
Provide a concluding statement or section related to the opinion presented.		✓	✓							
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		✓	✓							
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		✓	✓							
Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		✓	✓							

	1	2	3	4	5	6	7	8	9	10
Provide a concluding statement or section related to the opinion presented.		✓	✓							
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓							
Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		✓	✓							
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		✓	✓							
Establish and maintain a formal style.		✓	✓							
Provide a concluding statement or section that follows from the argument presented.		✓	✓							
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	✓	✓	✓	✓	✓	✓		✓	✓	✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Provide a concluding statement or section related to the information or explanation presented.	✓	✓	✓	✓	✓	✓		✓	✓	✓
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).	✓	✓	✓	✓	✓	✓		✓	✓	✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Provide a concluding statement or section related to the information or explanation presented.	✓	✓	✓	✓	✓	✓		✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Establish and maintain a formal style.	✓	✓	✓	✓	✓	✓		✓	✓	✓
Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓	✓	✓	✓	✓		✓	✓	✓
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		✓		✓	✓	✓		✓		✓
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		✓		✓	✓	✓		✓		✓
Use dialogue and description to develop experiences and events or show the responses of characters to situations.		✓		✓	✓	✓		✓		✓
Use a variety of transitional words and phrases to manage the sequence of events.		✓		✓	✓	✓		✓		✓
Use concrete words and phrases and sensory details to convey experiences and events precisely.		✓		✓	✓	✓		✓		✓
Provide a conclusion that follows from the narrated experiences or events.		✓		✓	✓	✓		✓		✓
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		✓		✓	✓	✓		✓		✓
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		✓		✓	✓	✓		✓		✓
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		✓		✓	✓	✓		✓		✓
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		✓		✓	✓	✓		✓		✓

	1	2	3	4	5	6	7	8	9	10
Use concrete words and phrases and sensory details to convey experiences and events precisely.		✓		✓	✓	✓		✓		✓
Provide a conclusion that follows from the narrated experiences or events.		✓		✓	✓	✓		✓		✓
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓		✓	✓	✓		✓		✓
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.		✓		✓	✓	✓		✓		✓
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		✓		✓	✓	✓		✓		✓
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		✓		✓	✓	✓		✓		✓
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		✓		✓	✓	✓		✓		✓
Provide a conclusion that follows from the narrated experiences or events.		✓		✓	✓	✓		✓		✓
Writing: Production and Distribution of Writing										
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1−3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1−3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.4. 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.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
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.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	✓	✓	✓	✓	✓	✓			✓	✓
W.6.6. 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.	✓	✓	✓	✓	✓	✓			✓	✓
Writing: Research to Build and Present Knowledge										
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	✓	✓	✓	✓	✓	✓			✓	
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	✓	✓	✓	✓	✓	✓			✓	
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	✓	✓	✓	✓	✓	✓			✓	
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.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	✓	✓	✓	✓	✓	✓			✓	
W.6.8. 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.	✓	✓	✓	✓	✓	✓			✓	
W.4.9. Draw evidence from literary or informational texts to support analysis.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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].".	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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").		✓								
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
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]").	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").		✓								
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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").	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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").		✓								
Writing: Range of Writing										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Common Core Standards© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	LESSON									
	11	12	13	14	15	16	17	18	19	Test
<u>Speaking and Listening: Comprehension and Collaboration</u>										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.1. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	11	12	13	14	15	16	17	18	19	Test
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.2. 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.	✓	✓	✓		✓	✓		✓	✓	
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Speaking and Listening: Presentation of Knowledge and Ideas										
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			✓					✓	✓	
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			✓					✓	✓	
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			✓					✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	11	12	13	14	15	16	17	18	19	Test
Reading Foundational Skills: Phonics and Word Recognition										
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading: Foundational Skills: Fluency										
Teacher modeling	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Individual silent practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Partner oral practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Individual test (reading checkout)	✓							✓	✓	
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level prose and orally with accuracy, appropriate rate, and expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level prose and orally with accuracy, appropriate rate, and expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Conventions of Standard English										
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use prepositional phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Correctly use frequently confused words (e.g., *to, too, two; there, their*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use verb tense to convey various times, sequences, states, and conditions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in verb tense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use correlative conjunctions (e.g., *either/or, neither/nor*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use intensive pronouns (e.g., *myself, ourselves*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in pronoun number and person.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use correct capitalization.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use commas and quotation marks to mark direct speech and quotations from a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a comma before a coordinating conjunction in a compound sentence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use punctuation to separate items in a series.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a comma to separate an introductory element from the rest of the sentence.		✓		✓	✓		✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
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?).		✓		✓	✓		✓	✓	✓	✓
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Knowledge of Language										
Choose words and phrases for effect.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose words and phrases to convey ideas precisely.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose punctuation for effect.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maintain consistency in style and tone.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Vocabulary Acquisition and Use										
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Determine meaning of compound words using word parts.	✓	✓		✓		✓	✓	✓		✓
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		✓	✓		✓	✓	✓	✓		✓
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).		✓	✓		✓	✓	✓			✓
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓		
L.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).		✓	✓			✓	✓	✓		✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.					✓					✓
Recognize and explain the meaning of common idioms, adages, and proverbs.		✓	✓		✓					
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figurative language, including similes and metaphors, in context.					✓					✓
Recognize and explain the meaning of common idioms, adages, and proverbs.		✓	✓		✓					
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., personification) in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.6. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Key Ideas and Details										
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.2. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.3. 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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.3. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Craft and Structure										
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.									✓	
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
Reading Literature: Integration of Knowledge and Ideas										
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.									✓	
RL.6.9. 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.						✓				
Reading Literature: Range of Reading and Complexity of Text										
Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discriminate between fiction and nonfiction text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing: Text Types and Purposes										
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓					✓		✓	✓	✓
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	✓					✓		✓	✓	✓
Provide reasons that are supported by facts and details.	✓					✓		✓	✓	✓
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	✓					✓		✓	✓	✓
Provide a concluding statement or section related to the opinion presented.	✓					✓		✓	✓	✓
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓					✓		✓	✓	✓
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.	✓					✓		✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	✓					✓		✓	✓	✓
Provide a concluding statement or section related to the opinion presented.	✓					✓		✓	✓	✓
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	✓					✓		✓	✓	✓
Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	✓					✓		✓	✓	✓
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	✓					✓		✓	✓	✓
Establish and maintain a formal style.	✓					✓		✓	✓	✓
Provide a concluding statement or section that follows from the argument presented.	✓					✓		✓	✓	✓
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).		✓			✓	✓	✓	✓	✓	✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Provide a concluding statement or section related to the information or explanation presented.		✓			✓	✓	✓	✓	✓	✓
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).		✓			✓	✓	✓	✓	✓	✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
Provide a concluding statement or section related to the information or explanation presented.		✓			✓	✓	✓	✓	✓	✓
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓		✓	✓	✓	✓	✓	✓
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use appropriate transitions to clarify the relationships among ideas and concepts.		✓			✓	✓	✓	✓	✓	✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Establish and maintain a formal style.		✓			✓	✓	✓	✓	✓	✓
Provide a concluding statement or section that follows from the information or explanation presented.		✓			✓	✓	✓	✓	✓	✓
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓	✓	✓		✓		✓	
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			✓	✓	✓		✓		✓	
Use dialogue and description to develop experiences and events or show the responses of characters to situations.			✓	✓	✓		✓		✓	
Use a variety of transitional words and phrases to manage the sequence of events.			✓	✓	✓		✓		✓	
Use concrete words and phrases and sensory details to convey experiences and events precisely.			✓	✓	✓		✓		✓	
Provide a conclusion that follows from the narrated experiences or events.			✓	✓	✓		✓		✓	
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓	✓	✓		✓		✓	
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			✓	✓	✓		✓		✓	
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			✓	✓	✓		✓		✓	

	11	12	13	14	15	16	17	18	19	Test
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			✓	✓	✓		✓		✓	
Use concrete words and phrases and sensory details to convey experiences and events precisely.			✓	✓	✓		✓		✓	
Provide a conclusion that follows from the narrated experiences or events.			✓	✓	✓		✓		✓	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			✓	✓	✓		✓		✓	
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.			✓	✓	✓		✓		✓	
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			✓	✓	✓		✓		✓	
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			✓	✓	✓		✓		✓	
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			✓	✓	✓		✓		✓	
Provide a conclusion that follows from the narrated experiences or events.			✓	✓	✓		✓		✓	
Writing: Production and Distribution of Writing										
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.4. 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.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
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.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		✓		✓	✓	✓	✓		✓	
W.6.6. 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.		✓		✓	✓	✓	✓		✓	
Writing: Research to Build and Present Knowledge										
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	✓		✓	✓	✓	✓		✓	✓	
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	✓		✓	✓	✓	✓		✓	✓	
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	✓		✓	✓	✓	✓		✓	✓	
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.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	✓		✓	✓	✓	✓			✓	
W.6.8. 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.	✓		✓	✓	✓	✓			✓	
W.4.9. Draw evidence from literary or informational texts to support analysis.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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].".	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	Test
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]").	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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").	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing: Range of Writing										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓