

Common Core State Standards ELA





Dr. Gayle Owens - presenter

Reading

- Text Complexity
- Growth of Comprehension

Writing

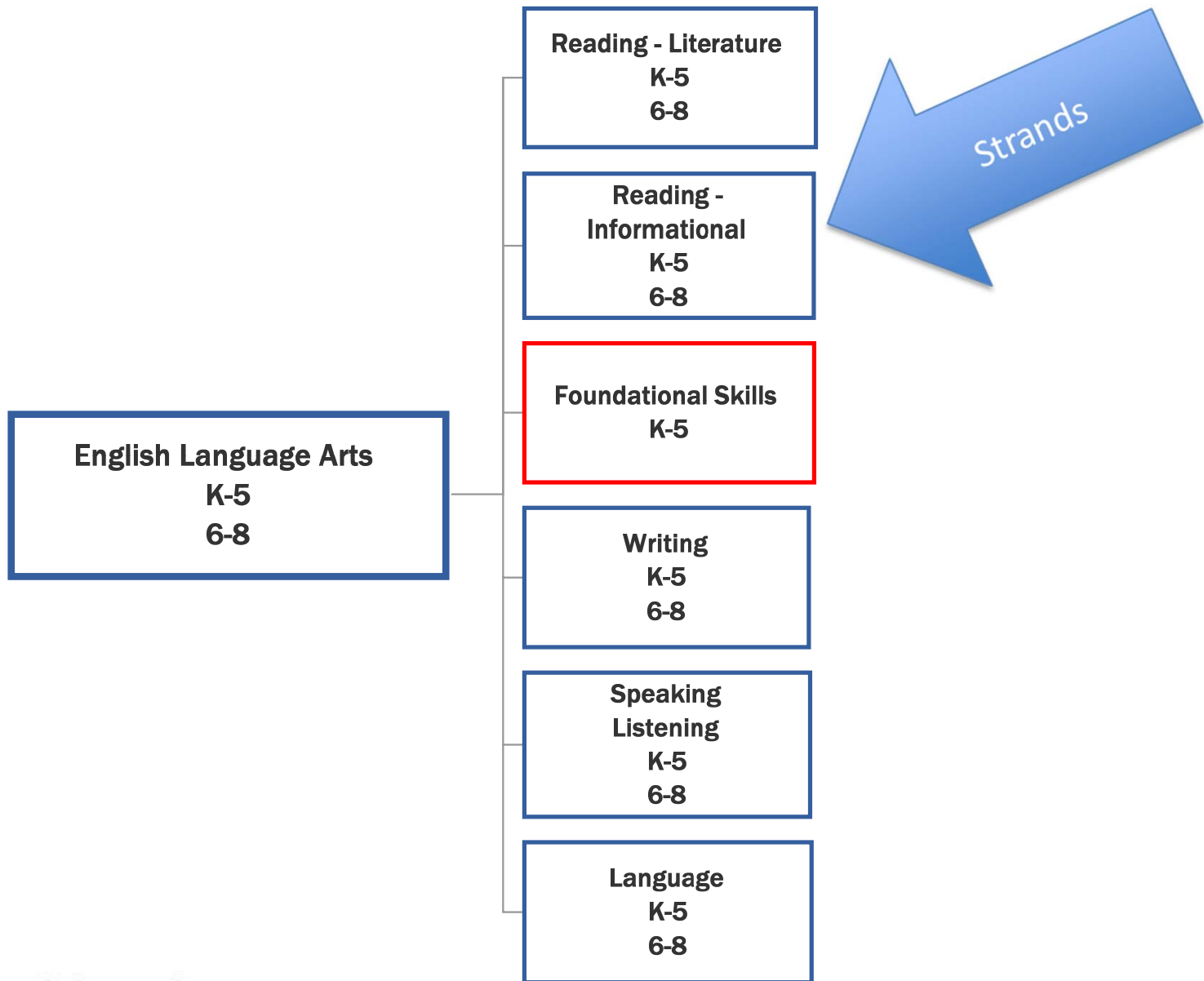
- Text Types
- Responding to Reading
- Research

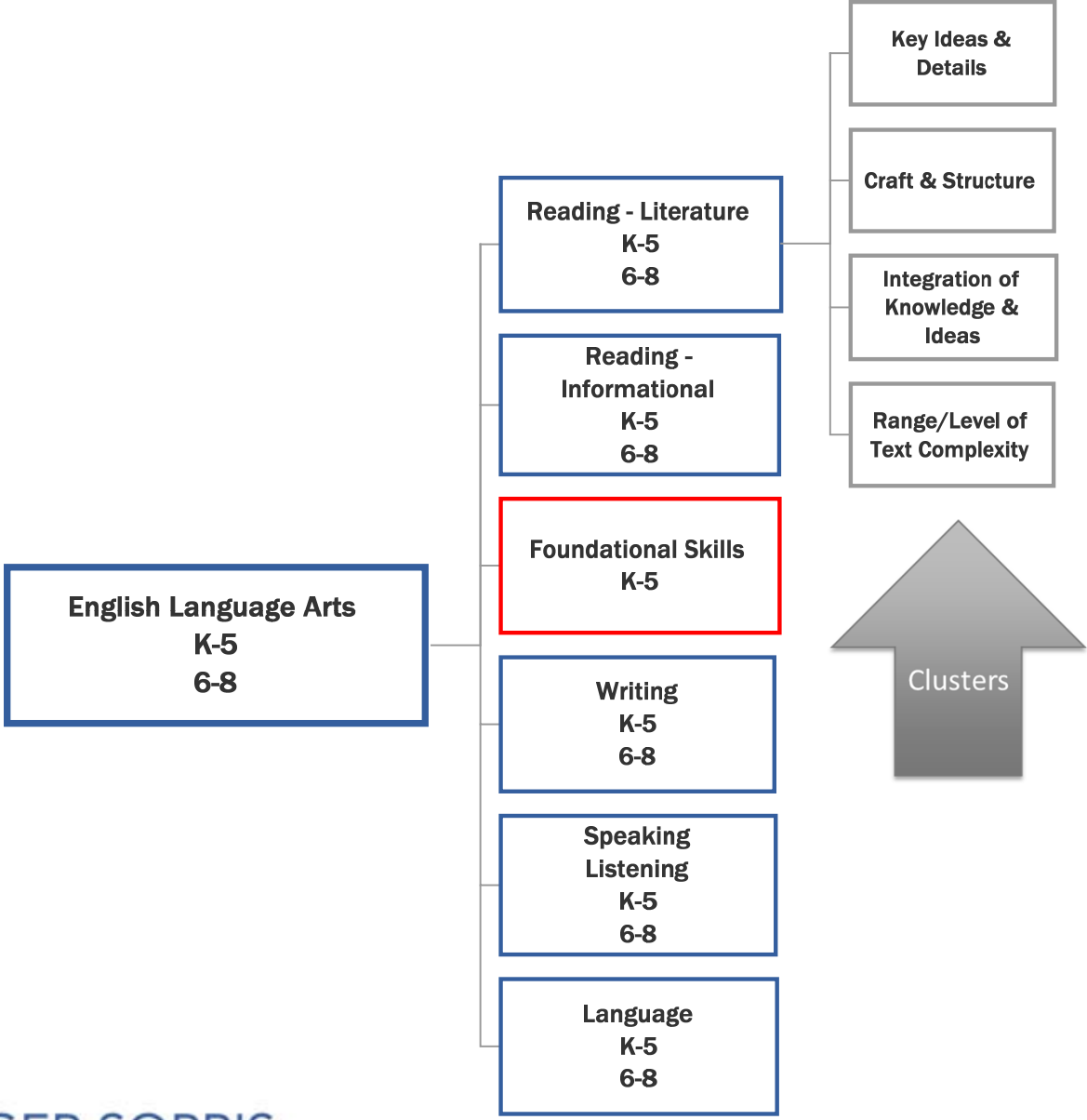
Speaking & Listening

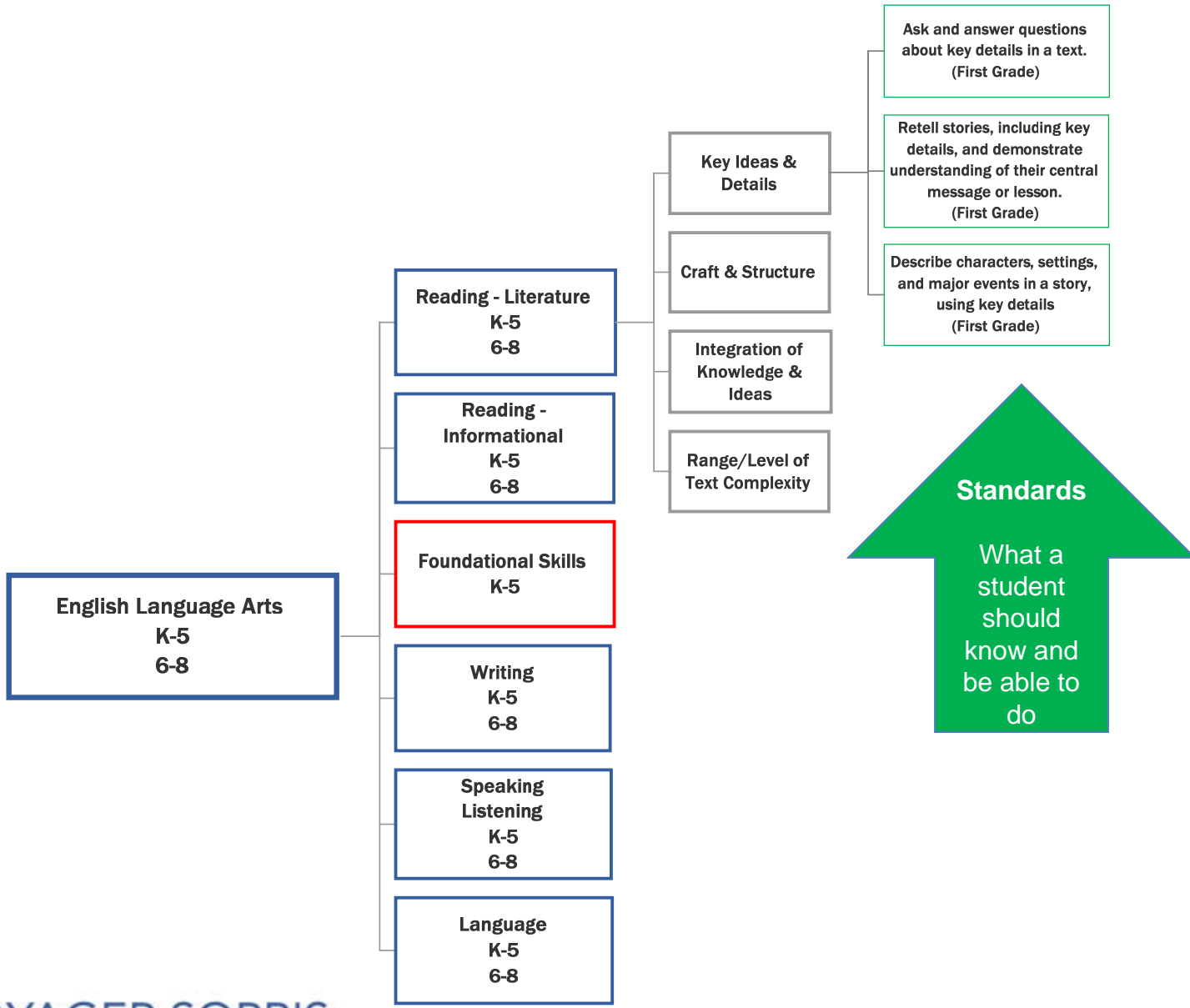
- Flexible Communication
- Collaboration

Language

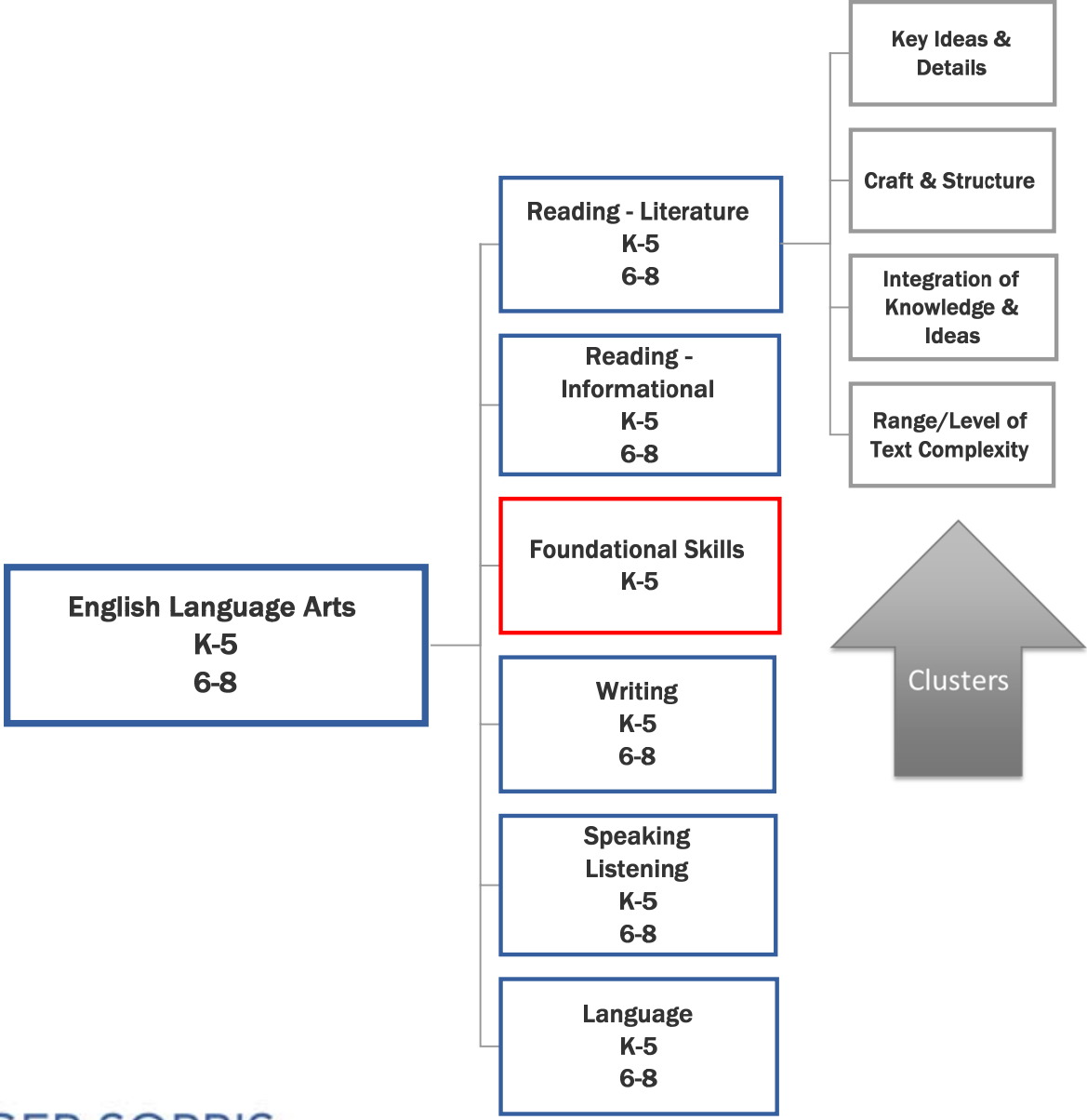
- Conventions
- Effective Use
- Vocabulary

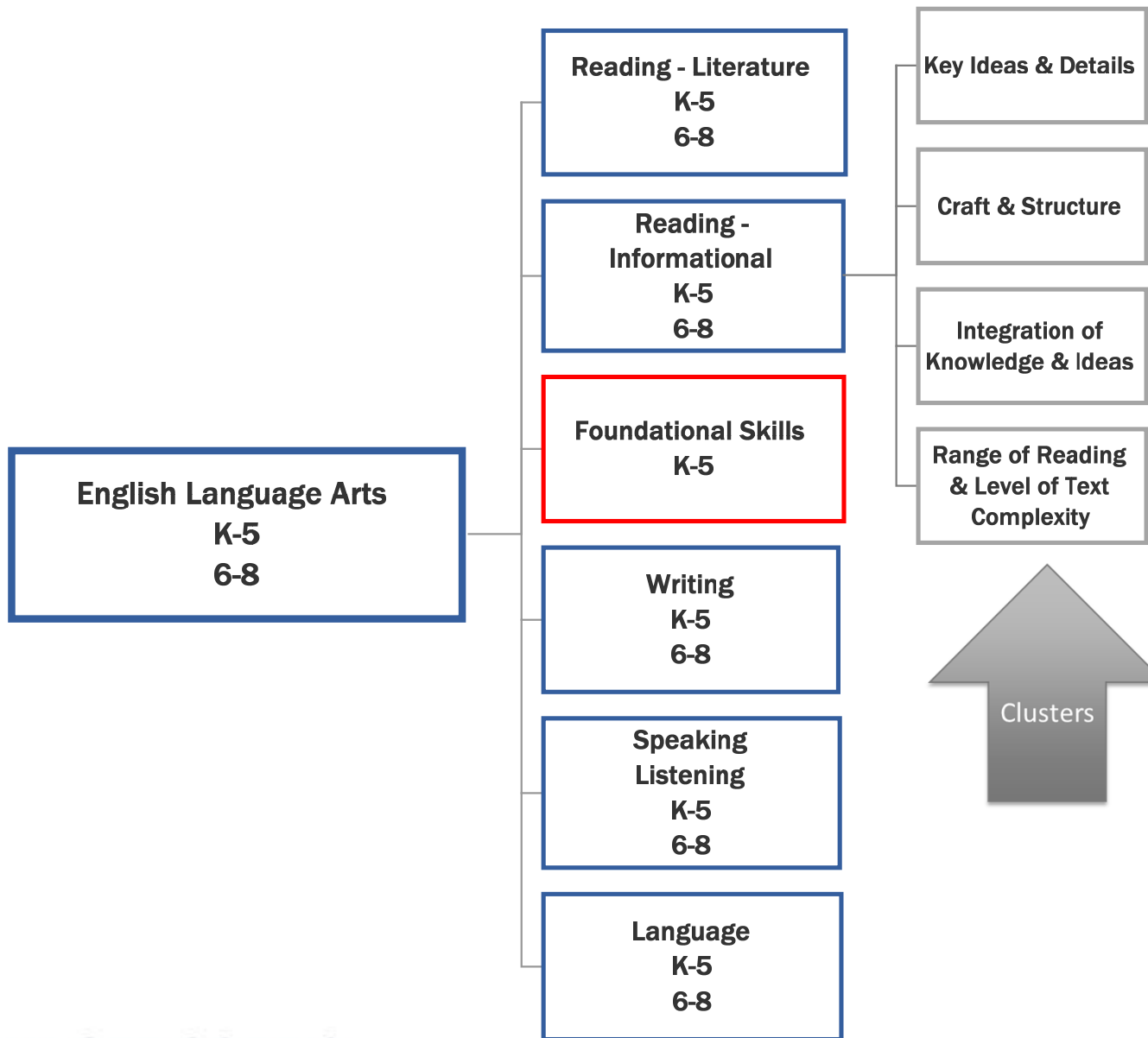


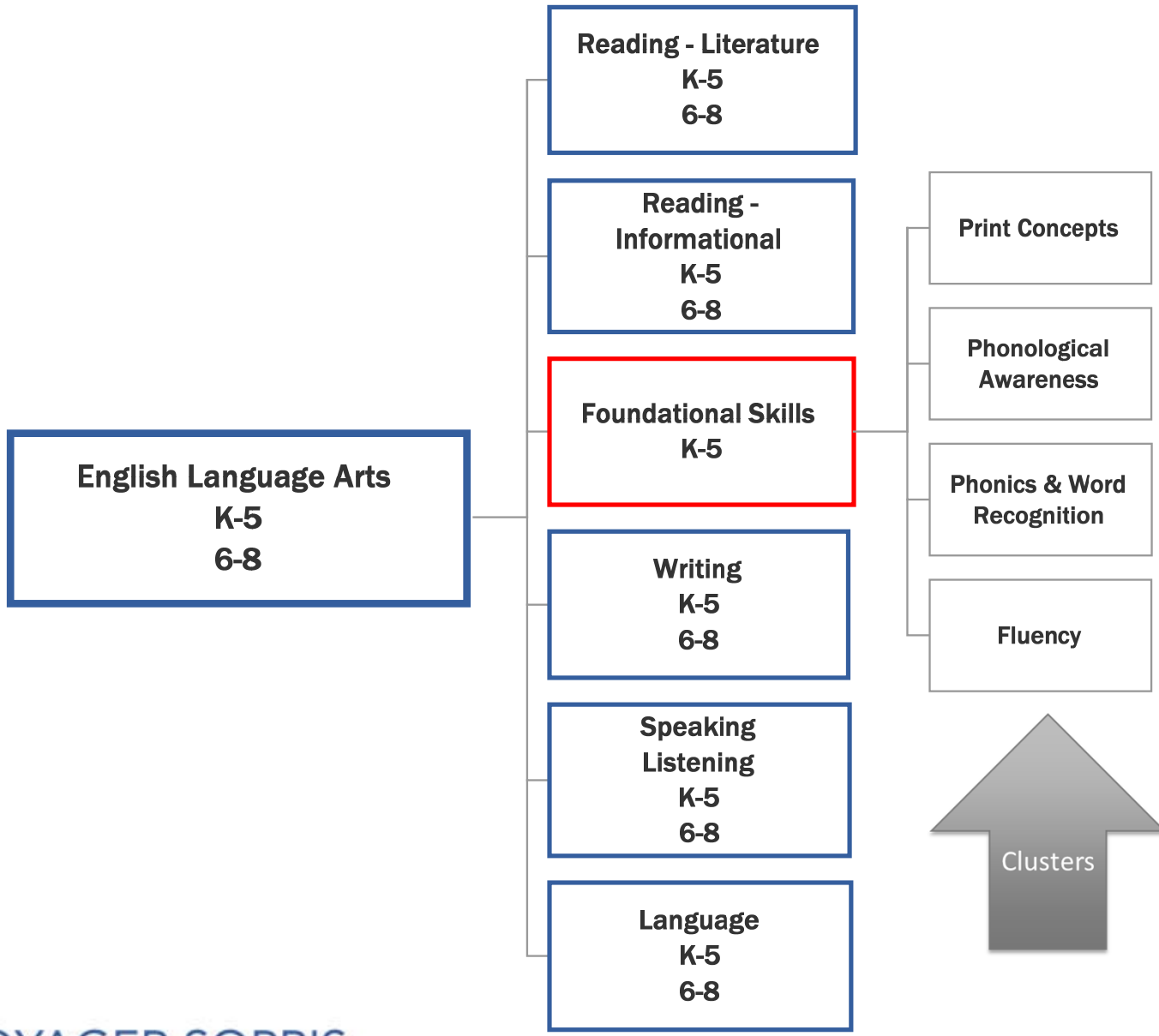




READING







Reading Standards for Informational Text K-5

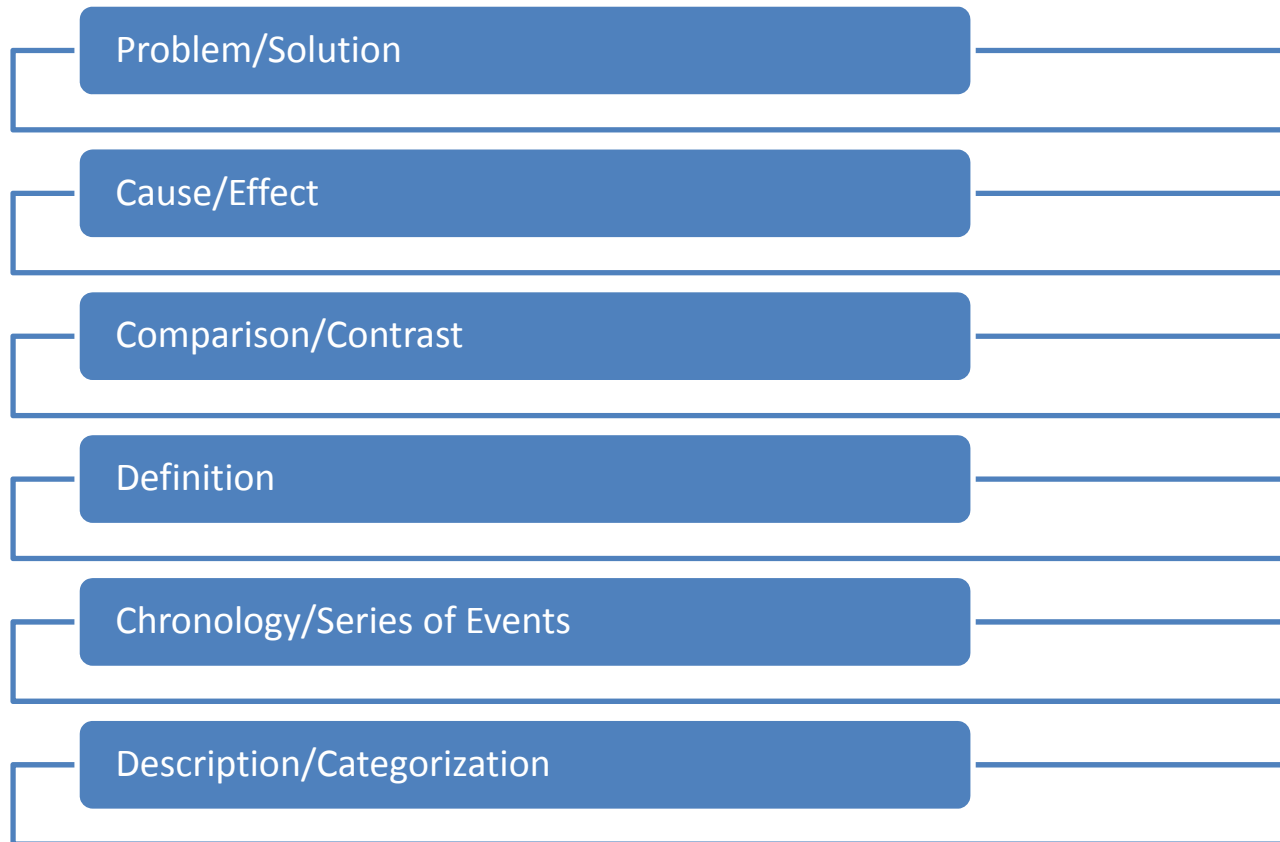
RI

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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.	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.	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.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	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.	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.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. 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	7. 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.

Growing emphasis on informational texts

Grade	Literary Text	Informational Text
4	50%	50%
8	45%	55%
12	30%	70%

Informational Text Structures



Narrative Text Structures



Literary Texts				Informational Texts		
Text Types	Grades 3–5	Grades 6–8	High School	Text Types	Grades 3–5	Grades 6–8 & High School
Stories	Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes the subgenres of adventure stories, historical fiction, science fiction, realistic fiction, parodies, and satire	Includes the subgenres of adventure stories, historical fiction, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Literary Nonfiction and Historical, Scientific, and Technical Texts	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in charts or maps; and digital sources on a range of topics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical*, scientific, technical, or economic accounts (including digital sources) written for a broad audience
	Dramas	Includes staged dialogue and brief familiar scenes	Includes one-act and multi-act plays			
Poetry	Includes the subgenres of narrative poems and free-verse poems	Includes the subgenres of narrative poems, lyrical poems, free-verse poems, and ballads	Includes the subgenres of lyrical poems, free-verse poems, sonnets, and odes			

*Grades 11-12: including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

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

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

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



Measuring Qualitative Features of Text

- Literary
- Informational

Text Complexity: Qualitative Measures Rubric¹

LITERATURE

Text Title _____

Text Author _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> <input type="radio"/> Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail <input type="radio"/> Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: May include subplots, time shifts and more complex characters <input type="radio"/> Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: May have two or more storylines and occasionally be difficult to predict <input type="radio"/> Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: Is clear, chronological or easy to predict <input type="radio"/> Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
LANGUAGE FEATURES	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="radio"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences
MEANING	<ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> <input type="radio"/> Meaning: One level of meaning; theme is obvious and revealed early in the text.
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader <input type="radio"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores several themes; experiences portrayed are common to many readers <input type="radio"/> Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title _____

Text Author _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> ○ Organization: Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits ○ Text Features: If used, directly enhance the reader's understanding of content ○ Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are not essential to understanding content. ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language ○ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic ○ Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
PURPOSE	<ul style="list-style-type: none"> ○ Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements 	<ul style="list-style-type: none"> ○ Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete 	<ul style="list-style-type: none"> ○ Purpose: Implied but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated, clear, concrete, narrowly focused
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas ○ Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.



Measuring Quantitative Features of Text

- Literary
- Informational

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid²	The Lexile Framework®	Reading Maturity	SourceRater
2nd – 3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50



Matching Student to Text and Task

- Literary
- Informational

Comprehension

- What is the instructional reading of each student?

Prior Knowledge

- Do students know the necessary vocabulary?
- Can students read a variety of text structures?
- Can students apply reading strategies as they read?

Decoding Skills

- Do students have effective decoding skills?

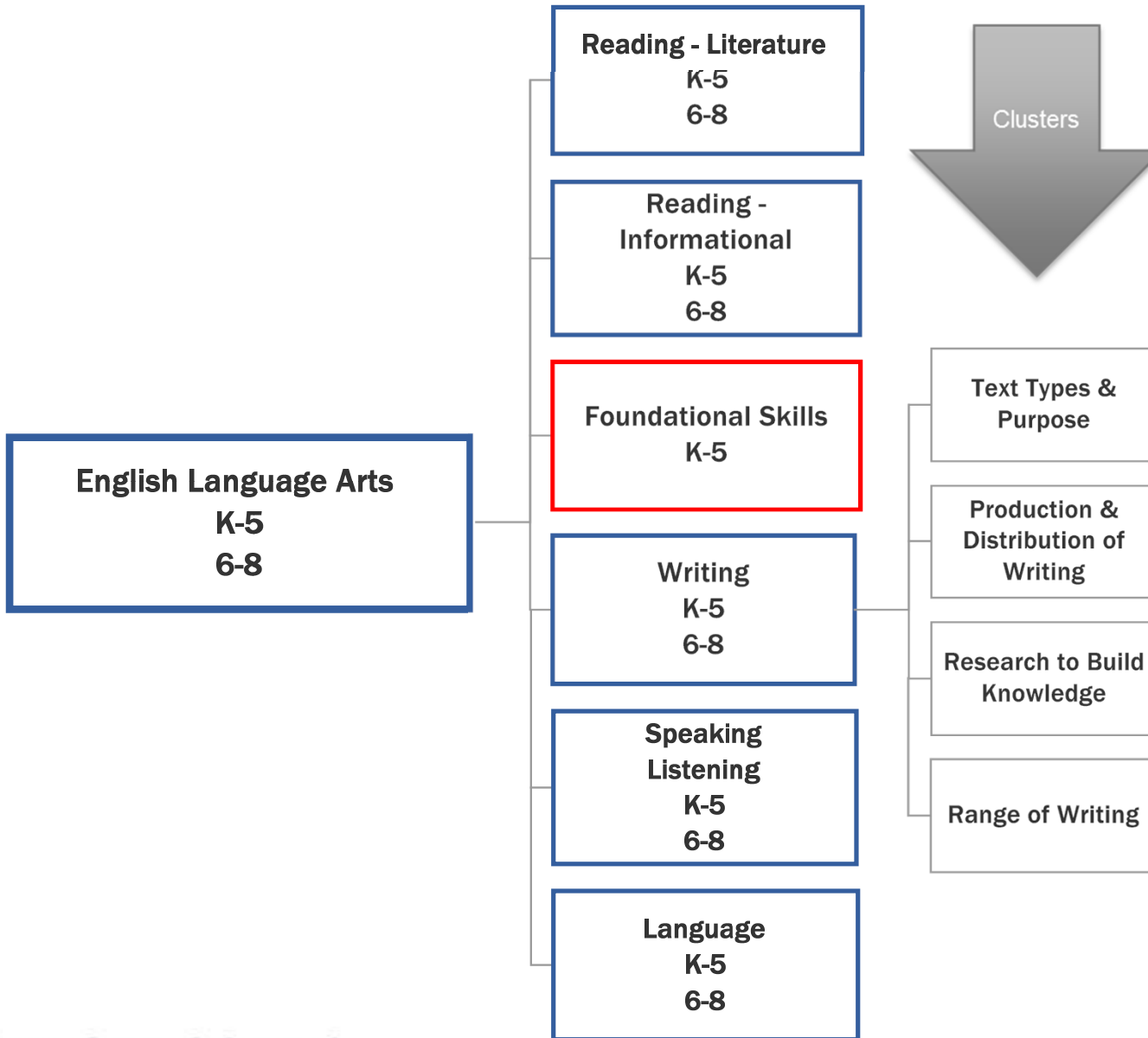
Close Read



Close Read by Tracy Walshaw is licensed under a Creative Commons Attribution 4.0 International License.

- 1 **1st Read:** Students read and annotate
- 2 Students think and quick write
- 3 Students talk with partner
- 4 **2nd Read:** Teacher reads, students listen
- 5 Think, write, talk
- 6 **3rd Read:** Listen and watch while teacher reads and annotates
- 7 **4th Read:** Students reread to find answers and evidence
- 8 Respond in writing, citing evidence from the text

WRITING



STICKY NOTE

research project {planning page}

BY _____

"Grabbing"
Sentence

Interesting
Facts
{3}

This fact is
so cool!

Did you
know...

Persuasive/Argument

Informative/Explanatory

Narratives

Writing to persuade, to explain, and to convey real or imagined experience

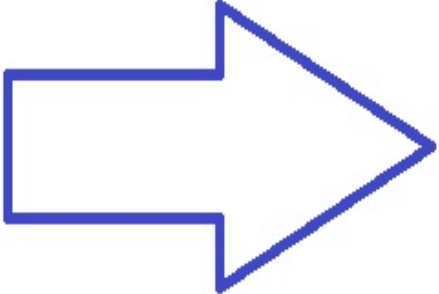
Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Writing Standards K-5

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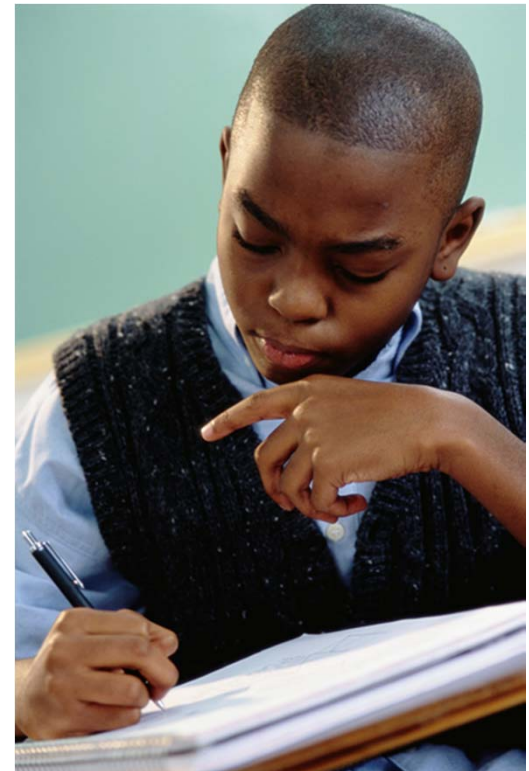
Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons. Provide a concluding statement or section. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). Provide a concluding statement or section related to the opinion presented. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented.
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). 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. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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., <i>in contrast</i>, <i>especially</i>). 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.
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> 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. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> 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. 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.

Writing Standards K-5

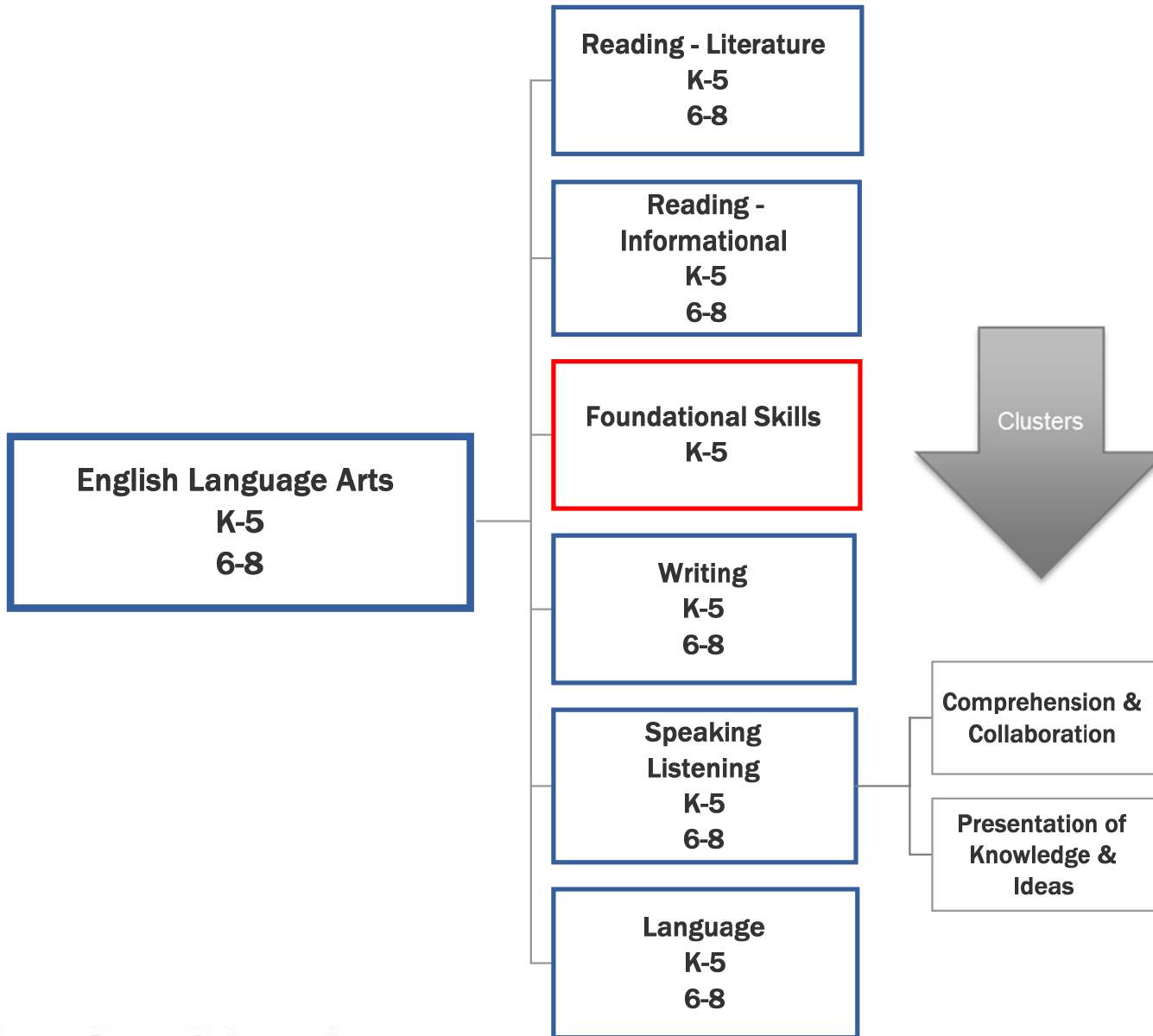
Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>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.)</p>	<p>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.)</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 29.)</p>	<p>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 on page 29.)</p>	<p>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 page 29.)</p>
<p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>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.</p>	<p>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.</p>
Research to Build and Present Knowledge		
<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>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.</p>	<p>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.</p>
<p>9. (Begins in grade 4)</p> 	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].").</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> 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]").</p> <p>b. Apply <i>grade 5 Reading standards</i> 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</p>

Textual Evidence Sentence Starters (How do you know???)

- 1) On page _____, it said ...
- 2) The author wrote ...
- 3) The graphic showed ...
- 4) An example is ...
- 5) In the text it said ...
- 6) I know because ...



SPEAKING AND LISTENING

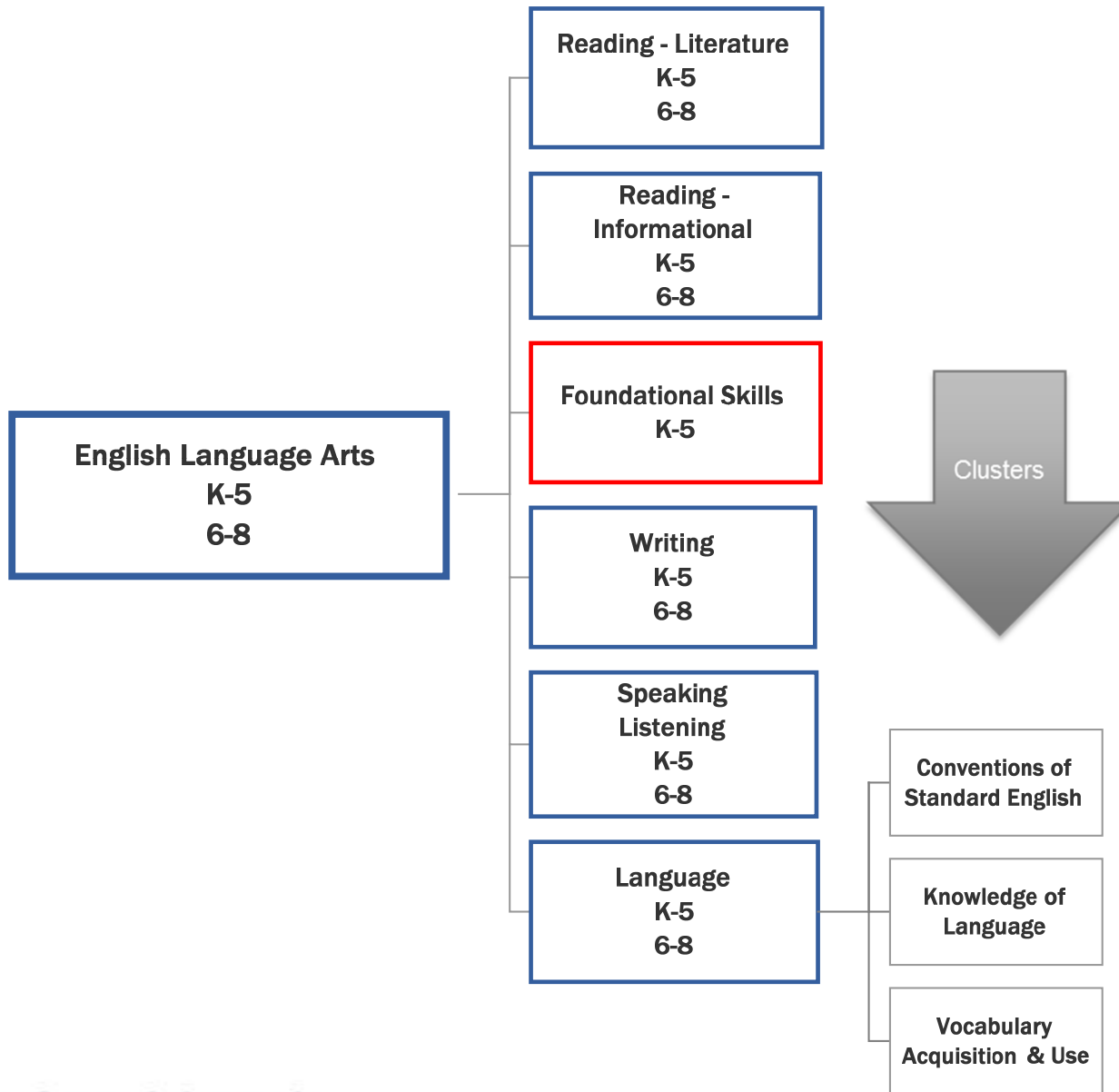


Speaking and Listening Standards K-5

SL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. 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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas		
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>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.</p>	<p>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.</p>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

LANGUAGE



Let's eat grandpa.

Let's eat, grandpa.

**correct punctuation can
save a person's life.**

Language Progressive Skills, by Grade

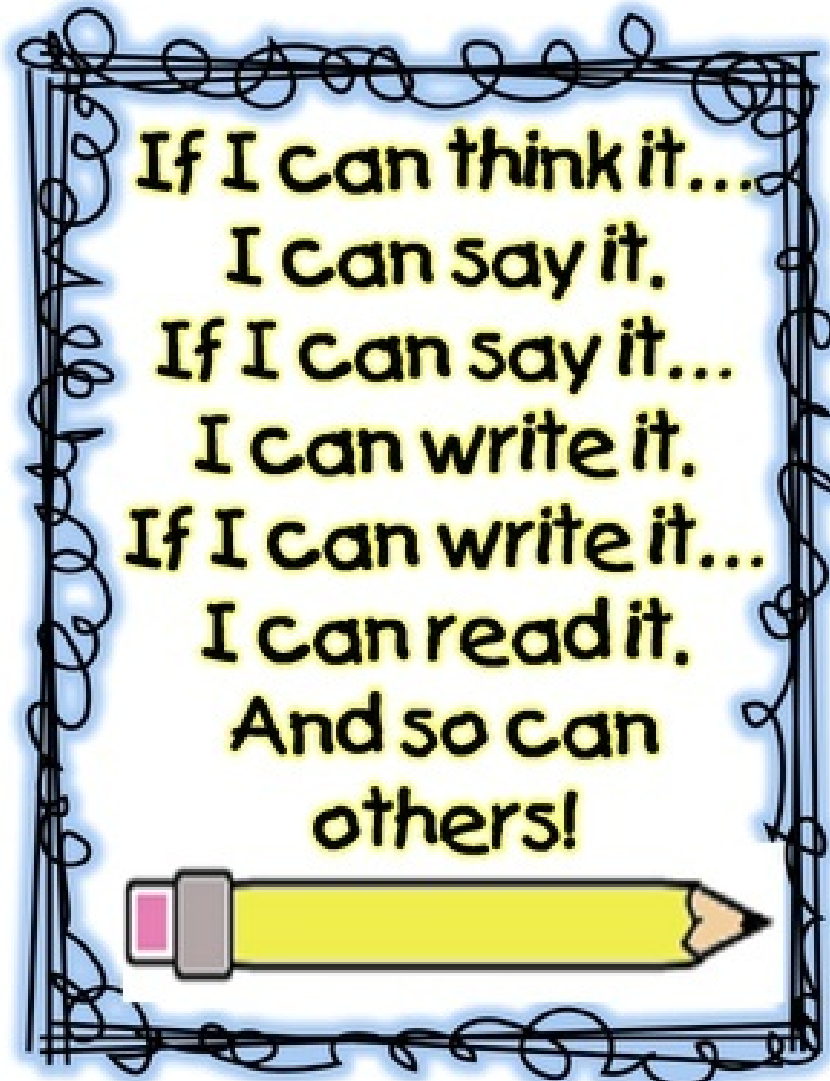
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)								
	3	4	5	6	7	8	9-10	11-12	
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.									
L.3.3a. Choose words and phrases for effect.									
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.									
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).									
L.4.3a. Choose words and phrases to convey ideas precisely. [*]									
L.4.3b. Choose punctuation for effect.									
L.5.1d. Recognize and correct inappropriate shifts in verb tense.									
L.5.2a. Use punctuation to separate items in a series. [*]									
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.									
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).									
L.6.1e. 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.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.									
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. [†]									
L.6.3b. Maintain consistency in style and tone.									
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.									
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.									
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.									
L.9–10.1a. Use parallel structure.									

^{*}Subsumed by L.7.3a

[†]Subsumed by L.9–10.1a

[‡]Subsumed by L.11–12.3a



If I can think it...
I can say it.
If I can say it...
I can write it.
If I can write it...
I can read it.
And so can
others!