

COMMUNICATION, LANGUAGE, AND LITERACY



DOMAIN

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR ENGLISH LANGUAGE ARTS

The PreK–12 reading standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

Reading Standards for Literature

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Pre-Kindergarten (older 4-year-olds to younger 5-year-olds) | Kindergarten |
|---|--|
| <i>Key Ideas and Details</i> | |
| PK.RL.1. With prompting and support, ask and answer questions about a story or poem read aloud. | K.RL.1. With prompting and support, ask and answer questions about key details in a text. |
| PK.RL.2. With prompting and support, retell a sequence of events from a familiar story read aloud. | K.RL.2. With prompting and support, retell familiar stories, including key details. |
| PK.RL.3. With prompting and support, act out characters and events from a story or poem read aloud. | K.RL.3. With prompting and support, identify characters, settings, and major events in a story. |
| <i>Craft and Structure</i> | |
| PK.RL.4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. | K.RL.4. Ask and answer questions about unknown words in a text. |
| PK.RL.5. (Begins in kindergarten.) | K.RL.5. Recognize common types of texts (e.g., storybooks, poems). |
| PK.RL.6. With prompting and support, identify text versus illustrations on a page. | K.RL.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| <i>Integration of Knowledge and Ideas</i> | |
| PK.RL.7. With age appropriate support, make inferences about what happens next in a picture book after examining and discussing the illustrations. | K.RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| PK.RL.8. (Not applicable to literature.) | K.RL.8. (Not applicable to literature) |
| PK.RL.9. With prompting and support, make connections between a story or poem and one's own experiences, including American Indian stories. | K.RL.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories <u>including American Indian stories.</u> |
| <i>Range of Reading and Level of Text Complexity</i> | |
| PK.RL.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud. | K.RL.10. Actively engage in group reading activities with purpose and understanding. |

Reading Standards for Informational Text

| Pre-Kindergarten (older 4-year-olds to younger 5-year-olds) | Kindergarten |
|---|---|
| <i>Key Ideas and Details</i> | |
| PK.RI.1. With prompting and support, ask and answer questions about an informational text read aloud. | K.RI.1. With prompting and support, ask and answer questions about key details in a text. |
| PK.RI.2. With prompting and support, recall important facts from an informational text after hearing it read aloud. | K.RI.2. With prompting and support, identify the main topic and retell key details of a text. |
| PK.RI.3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop), include text by and about American Indians. | K.RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <u>Include texts by and about American Indians.</u> |
| <i>Craft and Structure</i> | |
| PK.RI.4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud, including words with cultural significance to American Indians. | K.RI.4. With prompting and support, ask and answer questions about unknown words in a text. Recognize words and phrases with cultural significance to American Indians. |
| PK.RI.5. Identify the front and back cover of a book. Display correct orientation of a book and page turning skills. | K.RI.5. Identify the front cover, back cover, and title page of a book. |
| PK.RI.6. With prompting and support, describe the role of an author and illustrator (e.g., main idea). | K.RI.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| <i>Integration of Knowledge and Ideas</i> | |
| PK.RI.7. With prompting and support, describe important details from an illustration or photograph from an informational text. | K.RI.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| PK.RI.8. (Begins in kindergarten or when the individual child is ready.) | K.RI.8. With prompting and support, identify the reasons an author gives to support points in a text. |
| PK.RI.9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator. | K.RI.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| <i>Range of Reading and Level of Text Complexity</i> | |
| PK.RI.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud. | K.RI.10. Actively engage in group reading activities with purpose and understanding. |

Reading Standards: Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: Standards refer to outcomes by the end of pre-kindergarten.

| Pre-Kindergarten (older 4-year-olds to younger 5-year-olds) | Kindergarten |
|---|---|
| <p>PK.RF.1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.</p> <ul style="list-style-type: none"> a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back. b. (Begins in kindergarten or when the individual child is ready.) c. (Begins in kindergarten or when the individual child is ready.) d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in one’s own name. | <p>K.RF.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. |
| <p>PK.RF.2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/). b. (Begins in kindergarten or when the individual child is ready.) c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound. d. (Begins in kindergarten or when the individual child is ready.) e. (Begins in kindergarten or when the individual child is ready.) | <p>K.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |

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

Reading Standards: Foundational Skills

Note: Standards refer to outcomes by the end of pre-kindergarten.

| Pre-Kindergarten (older 4-year-olds to younger 5-year-olds) | Kindergarten |
|---|---|
| <p>PK.RF.3. Demonstrate beginning understanding of phonics and word analysis skills.</p> <ul style="list-style-type: none"> a. Link an initial sound to a picture of an object that begins with that sound. b. (Begins in kindergarten or when the individual child is ready.) c. Recognize one's own name and familiar common signs and labels (e.g., STOP). d. (Begins in kindergarten or when the individual child is ready.) | <p>K.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| <p>PK.RF.4. (Begins in kindergarten or when the individual child is ready.)</p> | <p>K.RF.4. Read emergent-reader texts with purpose and understanding.</p> |

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR ENGLISH LANGUAGE ARTS

The PreK–12 writing standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards

The following standards for pre-k–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C of the *Common Core State Standards*.

| Pre-Kindergarten (older 4-year-olds to younger 5-year-olds) | Kindergarten |
|--|---|
| <i>Text Types and Purposes</i> | |
| PR.WR.1. Use a combination of dictating, writing, and drawing to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the fire fighters.”). | K.WR.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). |
| PR.WR.2. Use a combination of dictating, writing, and drawing to explain information about a topic. | K.WR.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| PR.WR.3. Use a combination of dictating, writing, and drawing to tell a real or imagined story. | K.WR.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| <i>Production and Distribution of Writing</i> | |
| PR.WR.4. (Begins in grade 3.) | K.WR.4. (Begins in grade 3) |
| PR.WR.5. With guidance and support, respond to questions and suggestions, and add details to strengthen illustrations or writing as needed. | K.WR.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| PR.WR.6. Recognize that digital tools (e.g., computers, cell phones, cameras, and other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words. | K.WR.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| <i>Research to Build and Present Knowledge</i> | |
| PR.WR.7. (Begins in kindergarten or when an individual student is ready.) | K.WR.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <u>Include sources by and about American Indians.</u> |
| PR.WR.8. (Begins in kindergarten or when an individual student is ready.) | K.WR.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>Include sources by and about American Indians.</u> |
| PR.WR.9. (Begins in grade 4.) | K.WR.9. (Begins in grade 4) |
| <i>Range of Reading and Level of Text Complexity</i> | |
| PR.WR.10. (Begins in grade 3.) | K.WR.10. (Begins in grade 3) |

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR ENGLISH LANGUAGE ARTS

The PreK–12 speaking and listening standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

The following standards for pre-k–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Pre-Kindergarten (older 4-year-olds to younger 5-year-olds) | Kindergarten |
|--|--|
| <i>Comprehension and Collaboration</i> | |
| PK.SL.1. Participate in collaborative conversations with diverse partners during daily routines and play. a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to conversation partners, waiting to speak until another person is finished talking, asking questions and waiting for an answer, initiating conversation). b. Continue a conversation through multiple exchanges. | K.SL.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. |
| PK.SL.2. Listen attentively for information presented orally or through other media and confirm understanding by asking and answering questions about key details and requesting clarification if something is not understood. | K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| PK.SL.3. With prompting and supports, ask and answer questions in order to seek help, get information, or clarify something that is not understood. | K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood |
| <i>Presentation of Knowledge and Ideas</i> | |
| PK.SL.4. With prompting and support, describe personal experiences; tell real or imagined stories. | K.SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| PK.SL.5. With prompting and support, create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models, visual media) and explain them to others. | K.SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| PK.SL.6. With prompting and support, speak intelligibly and express thoughts, feelings, and ideas. | K.SL.6. Speak audibly and express thoughts, feelings, and ideas clearly. |

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR ENGLISH LANGUAGE ARTS

The PreK–12 language standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards

The following standards for grades pre-k–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 41 for a complete list and Appendix A of the *Common Core State Standards* for an example of how these skills develop in sophistication.

| Pre-Kindergarten (older 4-year-olds to younger 5-year-olds) | Kindergarten |
|---|--|
| <i>Conventions of Standard English</i> | |
| PK.LS.1. Demonstrate use of oral language in informal everyday activities. <ul style="list-style-type: none"> a. Write first name legibly. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns. d. Understand and use question words (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Demonstrate the ability to speak in complete sentences. | K.LS.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. |
| PK.LS.2. (Begins in kindergarten.) | K.LS.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| <i>Knowledge of Language</i> | |
| PK.LS.3. (Begins in grade 2.) | K.LS.3. (Begins in grade 2) |

Language Standards

| Pre-Kindergarten (older 4-year-olds to younger 5-year-olds) | Kindergarten |
|--|--|
| <i>Vocabulary Acquisition and Use</i> | |
| <p>PK.LS.4. Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.</p> <ul style="list-style-type: none"> a. With guidance and support, generate words that are similar in meaning (e.g., <i>happy/glad, angry/mad</i>). b. (Begins in kindergarten.) | <p>K.LS.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. |
| <p>PK.LS.5. With guidance and support from adults, explore word relationships and nuances of word meanings.</p> <ul style="list-style-type: none"> a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture). b. (Begins in kindergarten.) c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are quiet or noisy). d. (Begins in kindergarten.) | <p>K.LS.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. |
| <p>PK.LS.6. Understand and use words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p> | <p>K.LS.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |