Florida Standards Implementation Guide
For English Language Arts

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How to use this Guide

**Purpose:** The Florida Standards Implementation Guide was designed to assist educators in planning standards-based instruction while incorporating the three English Language Arts shifts. This document is designed to guide vertical planning within and across grade levels.

**Language Arts Florida Standards**

- **RL:** Reading Standards for Literature
- **RF:** Reading Standards: Foundational Skills (K-5)
- **RI:** Reading Standards for Informational Text
- **W:** Writing Standards
- **SL:** Standards for Speaking and Listening
- **L:** Language
- **RH:** Reading Standards for Literacy in History/Social Studies 6-12
- **RST:** Reading Standards for Literacy in Science and Technical Subjects 6-12
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects
Appendix:

**Academic Vocabulary Map (color-coded)** - This map highlights the grade level that specific terms first appear in the language of the standard. The color coding indicates the grade band.

### Academic Vocabulary Map with Grade Level and Standard in Which Word First Appears

<table>
<thead>
<tr>
<th>STRAND</th>
<th>RL</th>
<th>RI</th>
<th>RF</th>
<th>W</th>
<th>SL</th>
<th>L</th>
<th>Introductory Standards</th>
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<tr>
<td>accuracy</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>9-10</td>
<td>K</td>
<td>LAFS.5.RL.1.1, LAFS.5.RI.1.1, LAFS.1.RF.4.4, LAFS.68.RH.1.2, LAFS.68.RST.1.2, LAFS.7.W.3.8, LAFS.68.WHST.1.1, LAFS.68.WHST.3.8, LAFS.910.SL.1.2, LAFS.K.L.3.4</td>
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<tr>
<td>affix</td>
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<td>4</td>
<td></td>
<td></td>
<td>9-10</td>
<td>K</td>
<td>LAFS.4.RF.3.3, LAFS.K.L.3.4</td>
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<tr>
<td>analyze</td>
<td>6</td>
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<td></td>
<td>7</td>
<td>9-10</td>
<td>6</td>
<td>LAFS.6.RL.2.4, LAFS.6.RL.2.5, LAFS.5.RI.2.6, LAFS.68.RH.3.9, LAFS.68.RST.2.5, LAFS.68.RHST.4.10, LAFS.910.SL.1.2, LAFS.K.L.3.4</td>
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<td>argument</td>
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<td>LAFS.8.RL.2.6, LAFS.3.W.4.10, LAFS.68.WHST.2.4, LAFS.68.WHST.2.5, LAFS.68.WHST.4.10, LAFS.910.SL.1.2</td>
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<td></td>
<td>7</td>
<td>9-10</td>
<td>K</td>
<td>LAFS.7.RL.2.6, LAFS.5.RI.3.8, LAFS.68.RH.2.6, LAFS.68.RST.2.6, LAFS.4.W.1.1, LAFS.68.WHST.2.4, LAFS.8.SL.1.2</td>
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<td>author’s purpose</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td></td>
<td></td>
<td>LAFS.6.RI.3.8, LAFS.6.W.1.1, LAFS.6.W.3.9, LAFS.68.WHST.1.1, LAFS.68.SL.1.3</td>
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<td>bias</td>
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<td>11-12</td>
<td></td>
<td>LAFS.1112.W.1.1, LAFS.1112.WHST.1.1</td>
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<td>characters</td>
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<td>LAFS.6.RL.1.1, LAFS.6.RL.1.1, LAFS.68.RH.1.1, LAFS.68.RST.1.1, LAFS.7.W.2.6</td>
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<tr>
<td>cite</td>
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<td>6</td>
<td>7</td>
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<td>LAFS.6.RI.3.8, LAFS.68.RH.3.8, LAFS.910.RST.3.8, LAFS.6.W.1.1, LAFS.6.W.3.9, LAFS.68.WHST.1.1, LAFS.5.SL.1.3</td>
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<tr>
<td>coherent</td>
<td>2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>LAFS.1112.RH.3.9, LAFS.1112.RST.3.9, LAFS.68.WHST.2.4, LAFS.2.SL.2.4</td>
</tr>
</tbody>
</table>

### Content Complexity

The chart is separated by individual strands. The numeric value represents the content complexity level of the individual standard. In the spiraled standard document, the content complexity level is hyperlinked to CPALMS, where you may find additional resources and trainings.

<table>
<thead>
<tr>
<th>Key</th>
<th>No standard for that grade level</th>
<th>Level 1: Recall</th>
<th>Level 2: Basic Application of Skills &amp; Concepts</th>
<th>Level 3: Strategic Thinking &amp; Complex Reasoning</th>
<th>Level 4: Extended Thinking &amp; Complex Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>RL.1.2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>RL.1.3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Shifts inherent in the Language Arts Florida Standards

Florida Standards Implementation Guide

**Complex Texts & Academic Vocabulary**
The Language Arts Florida Standards (LAFS) outline a progressive development of reading comprehension so that all students advancing through the grades are prepared to read literature and literary nonfiction independently and proficiently. The LAFS progression underscores the growing complexity of the texts that all students must read to be ready for college and career. Through the authentic teaching and learning of speaking, listening, reading, writing and language standards all students acquire and use vocabulary in and across subject areas.

_____________________

**Building Knowledge**
The Language Arts Florida Standards (LAFS) include separate standards for reading literature and informational text in grades K-12. Reading standards for literacy in history/social studies and reading standards for literacy in science and technical subjects are included at the secondary level (6-12). The LAFS build student content knowledge across grade levels and subject areas through the inclusion of teaching and learning with informational texts. Content-rich texts and appropriate standards-based instruction provides all students with extensive opportunities to develop strong general knowledge, acquire vocabulary and learn about the world around them on their path to college and career readiness.

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**Text Based Evidence**
The Language Arts Florida Standards (LAFS) require all students to engage in evidence-based speaking, listening, reading and writing. Beyond engaging students in tasks that emphasize prior knowledge and personal experience, the LAFS emphasize citing and integrating evidence from multiple texts and different mediums to accurately produce and synthesize information, engage in analysis and support claims/controlling ideas for a range of discipline-specific tasks, purposes and audiences.
## Spiraled Standards

**Layout:** The top box states the K12 Standard which is highlighted for easy reference. The boxes below the K12 Standard state the grade level and strand. All documents start with the 11-12 grade band and progress downwards toward Kindergarten. Each grade level standard is hyperlinked to CPALMS, where you will find additional resources and trainings. Each Standard has been assigned a content complexity level. The content complexity level is also hyperlinked to CPALMS, which explains the cognitive demands required for that standard. Text in **bold** indicates wording introduced at that grade level.

### Content Complexity Explanation

**Level 1 (Recall):**
- requires students to recite facts or to use simple skills or abilities
- oral reading that does not include analysis of the text or verbatim repetition of a text
- requires only a surface understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase

**Level 2 (Basic Application of Concepts & Skills):**
- includes the engagement of some mental processing beyond recalling a response
- requires both comprehension by attending to contextual clues and subsequent processing of text or portions of text
- requires inter-sentence analysis of inference
- covers some important concepts, but not in a complex way

**Level 3 (Strategic Thinking & Complex Reasoning):**
- calls upon students to go beyond the text
- requires students to show understanding of the ideas in the text
- involves reasoning and planning
- requires students to support their thinking

**Level 4 (Extended Thinking & Complex Reasoning):**
- consists of extended activities, with extended time provided for their completion (repetition insufficient reason for extended time)
- differs from level 3 in that a level 4 standard or test item will entail a significant effort over time, multiple resources, and documents
- anticipates students taking information from at least one passage and applying this information to a new task

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Grade-level Standard</th>
<th>New wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>LAFS.1112.RL.1.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Complexity: 3</td>
<td>LAFS.1112.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Complexity: 3</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.RL.1.3 Analyze how characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Complexity: 3</td>
<td>LAFS.910.RI.1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Complexity: 3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>LAFS.8.RL.1.3 Analyze how particular lines of a dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision. Complexity: 3</td>
<td>LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Complexity: 2</td>
<td></td>
</tr>
</tbody>
</table>
## Reading Standards

### Cluster 1: Key Ideas and Details

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Reading Literature</th>
<th>Strand: Reading Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>LAFS.1112.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <strong>Complexity: 3</strong></td>
<td>LAFS.1112.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <strong>Complexity: 2</strong></td>
<td>LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>8</td>
<td>LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <strong>Complexity: 2</strong></td>
<td>LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>7</td>
<td>LAFS.7.RL.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <strong>Complexity: 2</strong></td>
<td>LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>6</td>
<td>LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <strong>Complexity: 2</strong></td>
<td>LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>5</td>
<td>LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <strong>Complexity: 2</strong></td>
<td>LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>4</td>
<td>LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <strong>Complexity: 2</strong></td>
<td>LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>3</td>
<td>LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <strong>Complexity: 2</strong></td>
<td>LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>2</td>
<td>LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <strong>Complexity: 2</strong></td>
<td>LAFS.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>1</td>
<td>LAFS.1.RL.1.1 Ask and answer questions about key details in a text. <strong>Complexity: 2</strong></td>
<td>LAFS.1.RI.1.1 Ask and answer questions about key details in a text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>K</td>
<td>LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text. <strong>Complexity: 2</strong></td>
<td>LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>Grade</td>
<td>Strand: Reading Standards for Literature</td>
<td>Strand: Reading Standards for Informational Text</td>
</tr>
<tr>
<td>-------</td>
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<td>------------------------------------------------</td>
</tr>
<tr>
<td>11-12</td>
<td>LAFS.11.RL.1.2 Determine <strong>two or more themes or central ideas</strong> of a text and analyze their development over the course of the text, including <strong>how they interact and build on one another to produce a complex account</strong>; provide an objective summary of the text. <strong>Complexity: 3</strong></td>
<td>LAFS.11.RI.1.2 Determine <strong>two or more central ideas</strong> of a text and analyze their development over the course of the text, including <strong>how they interact and build on one another to produce a complex analysis</strong>; provide an objective summary of the text. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.9.RL.1.2 Determine the theme or central idea of a text and analyze its development over the course of the text, <strong>including how it emerges and is shaped and refined by specific details</strong>; provide an objective summary of the text. <strong>Complexity: 3</strong></td>
<td>LAFS.9.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, <strong>including how it emerges and is shaped and refined by specific details</strong>; provide an objective summary of the text. <strong>Complexity: 2</strong></td>
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<td>8</td>
<td>LAFS.8.RL.1.2 Determine the theme or central idea of a text and analyze its development over the course of the text, <strong>including its relationship to the characters, setting, and plot</strong>; provide an objective summary of the text. <strong>Complexity: 3</strong></td>
<td>LAFS.8.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, <strong>including its relationship to supporting ideas</strong>; provide an objective summary of the text. <strong>Complexity: 2</strong></td>
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<td>7</td>
<td>LAFS.7.RL.1.2 Determine the theme or central idea of a text and analyze its development over the course of the text; provide an <strong>objective</strong> summary of the text. <strong>Complexity: 3</strong></td>
<td>LAFS.7.RI.1.2 Determine <strong>two or more central ideas</strong> in a text and analyze their development over the course of the text; provide an <strong>objective</strong> summary of the text. <strong>Complexity: 3</strong></td>
</tr>
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<td>6</td>
<td>LAFS.6.RL.1.2 Determine the theme or central idea of a text and <strong>how it is conveyed through particular details</strong>; provide a summary of the text <strong>distinct from personal opinions or judgments</strong>. <strong>Complexity: 2</strong></td>
<td>LAFS.6.RI.1.2 Determine a central idea of a text and <strong>how it is conveyed through particular details</strong>; provide a summary of the text <strong>distinct from personal opinions or judgments</strong>. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>5</td>
<td>LAFS.5.RL.1.2 Determine the theme of a story, drama, or poem from details in the text, including <strong>how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic</strong>; summarize the text. <strong>Complexity: 3</strong></td>
<td>LAFS.5.RI.1.2 Determine <strong>two or more main ideas</strong> of a text and explain how they are supported by key details; summarize the text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>4</td>
<td>LAFS.4.RL.1.2 Determine the theme of a story, drama, or poem from details in the text; <strong>summarize the text</strong>. <strong>Complexity: 3</strong></td>
<td>LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; <strong>summarize the text</strong>. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>3</td>
<td>LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <strong>Complexity: 2</strong></td>
<td>LAFS.3.RI.1.2 Determine the main idea of a text; <strong>recount the key details and explain how they support the main idea</strong>. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>2</td>
<td>LAFS.2.RL.1.2 Recount stories, including <strong>fables and folktales from diverse cultures</strong>, and determine their central message, lesson, or moral. <strong>Complexity: 3</strong></td>
<td>LAFS.2.RI.1.2 Identify the main topic of <strong>a multiparagraph text as well as the focus of specific paragraphs within the text</strong>. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>1</td>
<td>LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. <strong>Complexity: 2</strong></td>
<td>LAFS.1.RI.1.2 Identify the main topic and retell key details of a text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>K</td>
<td>LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details. <strong>Complexity: 2</strong></td>
<td>LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>Grade</td>
<td>Strand: Reading Standards for Literature</td>
<td>Strand: Reading Standards for Informational Text</td>
</tr>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.RL.1.3</strong> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Complexity: 3</td>
<td><strong>LAFS.1112.RI.1.3</strong> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Complexity: 3</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RL.1.3</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Complexity: 3</td>
<td><strong>LAFS.910.RI.1.3</strong> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Complexity: 3</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.RL.1.3</strong> Analyze how particular lines of a dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. Complexity: 3</td>
<td><strong>LAFS.8.RI.1.3</strong> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Complexity: 2</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.RL.1.3</strong> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Complexity: 3</td>
<td><strong>LAFS.7.RI.1.3</strong> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). Complexity: 3</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.RL.1.3</strong> 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. Complexity: 2</td>
<td><strong>LAFS.6.RI.1.3</strong> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Complexity: 2</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.RL.1.3</strong> 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). Complexity: 2</td>
<td><strong>LAFS.5.RI.1.3</strong> 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. Complexity: 3</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.RL.1.3</strong> 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). Complexity: 2</td>
<td><strong>LAFS.4.RI.1.3</strong> 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. Complexity: 3</td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.RL.1.3</strong> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Complexity: 2</td>
<td><strong>LAFS.3.RI.1.3</strong> 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. Complexity: 3</td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.RL.1.3</strong> Describe how characters in a story respond to major events and challenges. Complexity: 2</td>
<td><strong>LAFS.2.RI.1.3</strong> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Complexity: 3</td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.RL.1.3</strong> Describe characters, settings, and major events in a story, using key details. Complexity: 2</td>
<td><strong>LAFS.1.RI.1.3</strong> Describe the connection between two individuals, events, ideas, or pieces of information in a text. Complexity: 2</td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.RL.1.3</strong> With prompting and support, identify characters, settings, and major events in a story. Complexity: 1</td>
<td><strong>LAFS.K.RI.1.3</strong> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Complexity: 3</td>
</tr>
</tbody>
</table>
### Cluster 2: Craft and Structure

**LAFS.K12.R.2.4** 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.

<table>
<thead>
<tr>
<th>Grade</th>
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<th>Strand: Reading Standards for Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.RL.2.4</strong> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <strong>including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</strong> (Include Shakespeare as well as other authors.)</td>
<td><strong>LAFS.1112.RI.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze <strong>how an author uses and refines the meaning of a key term or terms over the course of a text</strong> (e.g., how Madison defines <em>faction</em> in <em>Federalist</em> No. 10).</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RL.2.4</strong> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the <strong>cumulative impact</strong> of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
<td><strong>LAFS.910.RI.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.RL.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <strong>including analogies or allusions to other texts.</strong></td>
<td><strong>LAFS.8.RI.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.RL.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td>
<td><strong>LAFS.7.RI.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.RL.2.4</strong> 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.</td>
<td><strong>LAFS.6.RI.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.RL.2.4</strong> Determine the meaning of words and phrases as they are used in a text, <strong>including figurative language such as metaphors and similes.</strong></td>
<td><strong>LAFS.5.RI.2.4</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.RL.2.4</strong> Determine the meaning of words and phrases as they are used in a text, <strong>including those that allude to significant characters found in mythology</strong> (e.g., Herculean).</td>
<td><strong>LAFS.4.RI.2.4</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.RL.2.4</strong> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
<td><strong>LAFS.3.RI.2.4</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.RL.2.4</strong> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
<td><strong>LAFS.2.RI.2.4</strong> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.RL.2.4</strong> Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.</td>
<td><strong>LAFS.1.RI.2.4</strong> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.RL.2.4</strong> With prompting and support, ask and answer questions about unknown words in a text.</td>
<td><strong>LAFS.K.RI.2.4</strong> With prompting and support, ask and answer questions about unknown words in a text.</td>
</tr>
<tr>
<td>Grade</td>
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<td>Strand: Reading Standards for Informational Text</td>
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<tr>
<td>11-12</td>
<td>LAFS.1112.RL.2.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. Complexity: 3</td>
<td>LAFS.1112.RI.2.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Complexity: 3</td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.RL.2.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Complexity: 3</td>
<td>LAFS.910.RI.2.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Complexity: 3</td>
</tr>
<tr>
<td>8</td>
<td>LAFS.8.RL.2.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. Complexity: 3</td>
<td>LAFS.8.RI.2.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. Complexity: 2</td>
</tr>
<tr>
<td>7</td>
<td>LAFS.7.RL.2.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. Complexity: 2</td>
<td>LAFS.7.RI.2.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. Complexity: 2</td>
</tr>
<tr>
<td>6</td>
<td>LAFS.6.RL.2.5 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. Complexity: 3</td>
<td>LAFS.6.RI.2.5 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. Complexity: 2</td>
</tr>
<tr>
<td>5</td>
<td>LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Complexity: 3</td>
<td>LAFS.5.RI.2.5 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. Complexity: 3</td>
</tr>
<tr>
<td>4</td>
<td>LAFS.4.RL.2.5 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. Complexity: 3</td>
<td>LAFS.4.RI.2.5 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. Complexity: 3</td>
</tr>
<tr>
<td>3</td>
<td>LAFS.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Complexity: 2</td>
<td>LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Complexity: 2</td>
</tr>
<tr>
<td>2</td>
<td>LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Complexity: 2</td>
<td>LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Complexity: 2</td>
</tr>
<tr>
<td>1</td>
<td>LAFS.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Complexity: 2</td>
<td>LAFS.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Complexity: 2</td>
</tr>
<tr>
<td>1</td>
<td>LAFS.K.1L.2.5 Recognize common types of texts (e.g. storybooks, poems). Complexity: 1</td>
<td>LAFS.K.RL.2.5 Identify the front cover, back cover, and title page of a book. Complexity: 1</td>
</tr>
<tr>
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<tr>
<td>11-12</td>
<td><strong>LAFS.1112.RL.2.6</strong> Analyze a case in which a grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</td>
<td><strong>LAFS.1112.RI.2.6</strong> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RL.2.6</strong> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</td>
<td><strong>LAFS.910.RI.2.6</strong> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.RL.2.6</strong> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
<td><strong>LAFS.8.RI.2.6</strong> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.RL.2.6</strong> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td><strong>LAFS.7.RI.2.6</strong> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.RL.2.6</strong> Explain how an author develops the point of view of the narrator or speaker in a text.</td>
<td><strong>LAFS.6.RI.2.6</strong> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.RL.2.6</strong> Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
<td><strong>LAFS.5.RI.2.6</strong> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.RL.2.6</strong> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td><strong>LAFS.4.RI.2.6</strong> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.RL.2.6</strong> Distinguish their own point of view from that of the narrator or those of the characters.</td>
<td><strong>LAFS.3.RI.2.6</strong> Distinguish their own point of view from that of the author of a text.</td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.RL.2.6</strong> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
<td><strong>LAFS.2.RI.2.6</strong> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.RL.2.6</strong> Identify who is telling the story at various points in a text.</td>
<td><strong>LAFS.1.RI.2.6</strong> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.RL.2.6</strong> With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.</td>
<td><strong>LAFS.K.RI.2.6</strong> With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
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</tbody>
</table>
### Cluster 3: Integrating Knowledge and Ideas

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<thead>
<tr>
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<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.K.RI.3.7</strong> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</td>
<td><strong>LAFS.1112.RI.3.7</strong> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Complexity: 3</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.9.RI.3.7</strong> Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</td>
<td><strong>LAFS.9.RI.3.7</strong> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. Complexity: 2</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.RI.3.7</strong> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. Complexity: 2</td>
<td><strong>LAFS.8.RI.3.7</strong> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Complexity: 2</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.RI.3.7</strong> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Complexity: 2</td>
<td><strong>LAFS.7.RI.3.7</strong> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Complexity: 3</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.RI.3.7</strong> Integrate information presented in different mediums, including multiple representations of a subject told in different mediums (e.g., print or digital text, video, multimedia), using different mediums to present a particular topic or idea. Complexity: 3</td>
<td><strong>LAFS.6.RI.3.7</strong> 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. Complexity: 2</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.RI.3.7</strong> 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. Complexity: 2</td>
<td><strong>LAFS.5.RI.3.7</strong> 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). Complexity: 3</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.RI.3.7</strong> Integrate information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Complexity: 3</td>
<td><strong>LAFS.4.RI.3.7</strong> 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. Complexity: 2</td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.RI.3.7</strong> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of character or setting). Complexity: 2</td>
<td><strong>LAFS.3.RI.3.7</strong> Use information gained from the 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). Complexity: 2</td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.RI.3.7</strong> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Complexity: 2</td>
<td><strong>LAFS.2.RI.3.7</strong> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Complexity: 2</td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.RI.3.7</strong> Use illustrations and details in a story to describe its characters, setting, or events. Complexity: 2</td>
<td><strong>LAFS.1.RI.3.7</strong> Use illustrations and details in a text to describe its key ideas. Complexity: 2</td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.RI.3.7</strong> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts). Complexity: 2</td>
<td><strong>LAFS.K.RI.3.7</strong> 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). Complexity: 2</td>
</tr>
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<td>11-12</td>
<td></td>
<td>LAFS.1112.RI.3.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). Complexity: 3</td>
</tr>
<tr>
<td>9-10</td>
<td></td>
<td>LAFS.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Complexity: 3</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>LAFS.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Complexity: 3</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>LAFS.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Complexity: 2</td>
</tr>
<tr>
<td>6</td>
<td>Note: There are no Reading Literature (RL) Standards for 3.8</td>
<td>LAFS.6.RI.3.8 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. Complexity: 3</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Complexity: 3</td>
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<tr>
<td>4</td>
<td></td>
<td>LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text. Complexity: 3</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Complexity: 3</td>
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<tr>
<td>2</td>
<td></td>
<td>LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text. Complexity: 3</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>LAFS.1.RI.3.8 Identify the reasons an author gives to support points in a text. Complexity: 2</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td>LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text. Complexity: 2</td>
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</tbody>
</table>
**LAFS.K12.R.3.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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<td>11-12</td>
<td><strong>LAFS.1112.RL.3.9</strong> Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. Complexity: 3</td>
<td><strong>LAFS.1112.RI.3.9</strong> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. Complexity: 3</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RL.3.9</strong> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). Complexity: 3</td>
<td><strong>LAFS.910.RI.3.9</strong> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. Complexity: 3</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.RL.3.9</strong> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. Complexity: 3</td>
<td><strong>LAFS.8.RI.3.9</strong> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Complexity: 2</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.RL.3.9</strong> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Complexity: 3</td>
<td><strong>LAFS.7.RI.3.9</strong> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Complexity: 2</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.RL.3.9</strong> 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. Complexity: 2</td>
<td><strong>LAFS.6.RI.3.9</strong> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Complexity: 2</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.RL.3.9</strong> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Complexity: 2</td>
<td><strong>LAFS.5.RI.3.9</strong> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably. Complexity: 2</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.RL.3.9</strong> 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. Complexity: 3</td>
<td><strong>LAFS.4.RI.3.9</strong> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. Complexity: 3</td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.RL.3.9</strong> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Complexity: 3</td>
<td><strong>LAFS.3.RI.3.9</strong> Compare and contrast the most important points and key details presented in two texts on the same topic. Complexity: 2</td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.RL.3.9</strong> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Complexity: 3</td>
<td><strong>LAFS.2.RI.3.9</strong> Compare and contrast the most important points presented by two texts on the same topic. Complexity: 3</td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.RL.3.9</strong> Compare and contrast the adventures and experiences of characters in familiar stories. Complexity: 3</td>
<td><strong>LAFS.1.RI.3.9</strong> Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Complexity: 3</td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.RL.3.9</strong> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Complexity: 3</td>
<td><strong>LAFS.K.RI.3.9</strong> With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Complexity: 3</td>
</tr>
<tr>
<td>Grade</td>
<td>Strand: Reading Literature</td>
<td>Strand: Reading Informational Text</td>
</tr>
<tr>
<td>-------</td>
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<td>-----------------------------------</td>
</tr>
<tr>
<td>11-12</td>
<td>LAFS.1112.RL.4.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
<td>LAFS.1112.RL.4.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.RL.4.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
<td>LAFS.910.RL.4.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>8</td>
<td>LAFS.8.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
<td>LAFS.8.RL.4.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>7</td>
<td>LAFS.7.RL.4.10 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. <strong>Complexity: 2</strong></td>
<td>LAFS.7.RL.4.10 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. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>6</td>
<td>LAFS.6.RL.4.10 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. <strong>Complexity: 2</strong></td>
<td>LAFS.6.RL.4.10 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. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>5</td>
<td>LAFS.5.RL.4.10 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. <strong>Complexity: 2</strong></td>
<td>LAFS.5.RL.4.10 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. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>4</td>
<td>LAFS.4.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. <strong>Complexity: 2</strong></td>
<td>LAFS.4.RL.4.10 By the end of the 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. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>3</td>
<td>LAFS.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
<td>LAFS.3.RL.4.10 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 2-3 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>2</td>
<td>LAFS.2.RL.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <strong>Complexity: 2</strong></td>
<td>LAFS.2.RL.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>1</td>
<td>LAFS.1.RL.4.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. <strong>Complexity: 2</strong></td>
<td>LAFS.1.RL.4.10 With prompting and support, read informational texts appropriately complex for grade 1. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>K</td>
<td>LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding. <strong>Complexity: 2</strong></td>
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</tr>
</tbody>
</table>
## Writing Standards

### Cluster 1: Text Types and Purposes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.W.1.1</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td></td>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td></td>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.W.1.1</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td></td>
<td>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td></td>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.W.1.1</strong> Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td></td>
<td>b. Support relevant claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td></td>
<td>d. Establish and maintain a formal style.</td>
</tr>
<tr>
<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.W.1.1</strong> Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td></td>
<td>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</td>
</tr>
<tr>
<td>Step</td>
<td>Standard</td>
</tr>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>
| 6    | LAFS.6.W.1.1 | Write arguments to support claims with clear reasons and relevant evidence.  
|      | a. Introduce claim(s) and organize the reasons and evidence clearly.  
|      | b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  
|      | c. Use words, phrases, and clauses to clarify the relationship among claim(s) and reasons.  
|      | d. Establish and maintain a formal style.  
|      | e. Provide a concluding statement or section that follows from the argument presented.  
|      | Complexity: 3 |
| 5    | LAFS.5.W.1.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
|      | a. Introduce the topic or text clearly, state an opinion, and create and organizational structure in which ideas are logically grouped to support the writer’s purpose.  
|      | b. Provide logically ordered reasons that are supported by facts and details.  
|      | c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  
|      | d. Provide a concluding statement or section related to the opinion presented.  
|      | Complexity: 3 |
| 4    | LAFS.4.W.1.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
|      | a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  
|      | b. Provide reasons that are supported by facts and details.  
|      | c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  
|      | d. Provide a concluding statement or section related to the opinion presented.  
|      | Complexity: 3 |
| 3    | LAFS.3.W.1.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons.  
|      | a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
|      | b. Provide reasons that support the opinion.  
|      | c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  
|      | d. Provide a concluding statement or section.  
|      | Complexity: 2 |
| 2    | LAFS.2.W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  
|      | Complexity: 2 |
| 1    | LAFS.1.W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  
|      | Complexity: 2 |
| K    | LAFS.K.W.1.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or 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...).  
|      | Complexity: 2 |
### LAFS.K12.W.1.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.W.1.2</strong> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce a topic; organize complex ideas, concepts, and information so that <em>each new element builds on that which precedes it to create a unified whole</em>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td></td>
<td>b. Develop the topic <em>thoroughly by selecting the most</em> significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
</tr>
<tr>
<td></td>
<td>c. Use appropriate and varied transitions and <em>syntax</em> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
</tr>
<tr>
<td></td>
<td>d. Use precise language, domain-specific vocabulary, and <em>techniques such as metaphor, simile, and analogy</em> to manage the complexity of the topic.</td>
</tr>
<tr>
<td></td>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td></td>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
</tr>
</tbody>
</table>

### Complexity: 4

<table>
<thead>
<tr>
<th>Grade</th>
<th>LAFS.910.W.1.2 Write informative/explanatory texts to examine and convey <em>complex</em> ideas, concepts, and information clearly and accurately through the <em>effective</em> selection, organization, and analysis of content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>a. Introduce a topic; organize <em>complex</em> ideas, concepts, and information to <em>make important connections and distinctions</em>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td></td>
<td>b. Develop the topic with well-chosen, relevant, and <em>sufficient</em> facts, <em>extended</em> definitions, concrete details, quotations, or other information and examples <em>appropriate to the audience’s knowledge of the topic</em>.</td>
</tr>
<tr>
<td></td>
<td>c. Use appropriate and varied transitions to <em>link the major sections of the text</em>, create cohesion, and clarify the relationships among <em>complex</em> ideas and concepts.</td>
</tr>
<tr>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to <em>manage the complexity of the topic</em>.</td>
</tr>
<tr>
<td></td>
<td>e. Establish and maintain a formal style and <em>objective tone</em> while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td></td>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
</tr>
</tbody>
</table>

### Complexity: 4

<table>
<thead>
<tr>
<th>Grade</th>
<th>LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into <em>broader categories</em>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td></td>
<td>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
</tr>
<tr>
<td></td>
<td>c. Use appropriate and <em>varied</em> transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td></td>
<td>e. Establish and maintain a formal style.</td>
</tr>
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<td></td>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
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<tr>
<th>Grade</th>
<th>LAFS.7.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>a. Introduce a topic clearly, <em>previewing what is to follow</em>; 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.</td>
</tr>
<tr>
<td></td>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
</tr>
<tr>
<td></td>
<td>c. Use appropriate transitions to <em>create cohesion</em> and clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td></td>
<td>e. Establish and maintain a formal style.</td>
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</tbody>
</table>

### Complexity: 4
<table>
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<tr>
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<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>LAFS.6.W.1.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
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<td></td>
<td></td>
<td>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</td>
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<td></td>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<td>e. Establish and maintain a formal style.</td>
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<td>f. Provide a concluding statement or section that follows from the information or explanation presented.</td>
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<tr>
<td>4</td>
<td>LAFS.5.W.1.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</td>
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<tr>
<td></td>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
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<td></td>
<td>e. Provide a concluding statement or section related to the information or explanation presented.</td>
</tr>
<tr>
<td>3</td>
<td>LAFS.4.W.1.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Provide a concluding statement or section related to the information or explanation presented.</td>
</tr>
<tr>
<td>3</td>
<td>LAFS.3.W.1.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Develop the topic with facts, definitions, and details.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Provide a concluding statement or section.</td>
</tr>
<tr>
<td>2</td>
<td>LAFS.2.W.1.2</td>
<td>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
</tr>
<tr>
<td>2</td>
<td>LAFS.1.W.1.2</td>
<td>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td>2</td>
<td>LAFS.K.W.1.2</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.K12.W.1.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td></td>
</tr>
<tr>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td>Strand: Writing</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.W.1.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <strong>Complexity: 3</strong></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.W.1.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</td>
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<td></td>
<td>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</td>
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<td>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
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<tr>
<td></td>
<td>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <strong>Complexity: 3</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.W.1.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <strong>Complexity: 3</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.W.1.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
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<tr>
<td></td>
<td>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
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<tr>
<td></td>
<td>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <strong>Complexity: 3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAFS.6.W.1.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, <strong>relevant</strong> descriptive details, and <strong>well-structured</strong> event sequences.</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>a.</td>
<td><strong>Engage</strong> and orient the reader by establishing a <strong>context</strong> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and <strong>logically</strong>.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Use a variety of transition words, phrases, and clauses to <strong>convey sequence and signal shifts from one time frame or setting to another</strong>.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Use <strong>precise</strong> words and phrases, <strong>relevant descriptive</strong> details, and sensory <strong>language</strong> to convey experiences and events.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
<td></td>
</tr>
</tbody>
</table>

|   | Complexity: 3 |

<table>
<thead>
<tr>
<th></th>
<th>LAFS.5.W.1.3</th>
<th>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td><strong>Use narrative techniques</strong>, such as dialogue, description, and <strong>pacing</strong>, to develop experiences and events or show the responses of characters to situations.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
<td></td>
</tr>
</tbody>
</table>

|   | Complexity: 3 |

<table>
<thead>
<tr>
<th></th>
<th>LAFS.4.W.1.3</th>
<th>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td><strong>Orient the reader by</strong> establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td><strong>Use a variety of transitional words and phrases to manage the sequence of events.</strong></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
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</tr>
<tr>
<td>e.</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
<td></td>
</tr>
</tbody>
</table>

|   | Complexity: 3 |

<table>
<thead>
<tr>
<th></th>
<th>LAFS.3.W.1.3</th>
<th>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Use temporal words and <strong>phrases</strong> to signal event order.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Provide a sense of closure.</td>
<td></td>
</tr>
</tbody>
</table>

|   | Complexity: 3 |

|   | LAFS.2.W.1.3 | Write narratives in which they recount a **well-elaborated event or short** sequence of events, include details to **describe actions, thoughts, and feelings**, use temporal words to signal event order, and provide a sense of closure. |

|   | Complexity: 3 |

|   | LAFS.1.W.1.3 | Write narratives in which they recount two or more **appropriately sequenced** events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |

|   | Complexity: 3 |

|   | LAFS.K.W.1.3 | 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. |

|   | Complexity: 2 |
Cluster 2: Production and Distribution of Writing

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.W.2.4</strong> 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.) Complexity: 3</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.W.2.4</strong> 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.) Complexity: 3</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.W.2.4</strong> 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.) Complexity: 3</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.W.2.4</strong> 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.) Complexity: 3</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.W.2.4</strong> 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.) Complexity: 2</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.W.2.4</strong> 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.) Complexity: 3</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.W.2.4</strong> 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.) Complexity: 2</td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.W.2.4</strong> 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.) Complexity: 3</td>
</tr>
</tbody>
</table>

Note: W.2.4 starts at 3rd grade.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.W.2.5</strong> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.W.2.5</strong> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <strong>focusing on addressing what is most significant for a specific purpose and audience.</strong> <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.W.2.5</strong> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.W.2.5</strong> 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, <strong>focusing on how well purpose and audience have been addressed.</strong> <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.W.2.5</strong> 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.W.2.5</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.W.2.5</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.W.2.5</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.W.2.5</strong> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.W.2.5</strong> With guidance and support from adults, <strong>focus on a topic</strong>, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.W.2.5</strong> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>Grade</td>
<td>Strand: Writing</td>
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</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.W.2.6</strong> Use technology, including the Internet, to produce, publish, and update individual or shared writing products <strong>in response to ongoing feedback, including new arguments</strong> or information.  <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.W.2.6</strong> Use technology, including the Internet, to produce, publish, <strong>and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</strong>  <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.W.2.6</strong> Use technology, including the Internet, to produce and publish writing and <strong>present the relationships between information and ideas efficiently</strong> as well as to interact and collaborate with others.  <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.W.2.6</strong> Use technology, including the Internet, to produce and publish writing and <strong>link to and cite sources</strong> as well as to interact and collaborate with others, <strong>including linking to and citing sources.</strong>  <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.W.2.6</strong> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; <strong>demonstrate sufficient command of keyboarding skills to type a minimum of three pages</strong> in a single sitting.  <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.W.2.6</strong> 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; <strong>demonstrate sufficient command of keyboarding skills to type a minimum of two pages</strong> in a single sitting.  <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.W.2.6</strong> With <strong>some</strong> guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; <strong>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</strong>  <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.W.2.6</strong> 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.  <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.W.2.6</strong> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.W.2.6</strong> With guidance and support from adults, <strong>use a variety of digital tools to produce and publish writing,</strong> including in collaboration with peers.  <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.W.2.6</strong> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  <strong>Complexity: 2</strong></td>
</tr>
</tbody>
</table>
**Cluster 3: Research to Build and Present Knowledge**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.W.3.7</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.W.3.7</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.W.3.7</strong> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.W.3.7</strong> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.W.3.7</strong> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.W.3.7</strong> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.W.3.7</strong> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.W.3.7</strong> Conduct short research projects that build knowledge about a topic. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.W.3.7</strong> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.W.3.7</strong> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.W.3.7</strong> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <strong>Complexity: 4</strong></td>
</tr>
</tbody>
</table>
### LAFS.K12.W.3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.W.3.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess <strong>the strengths and limitations</strong> of each source <strong>in terms of the task, purpose, and audience</strong>; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <strong>overreliance on any one source</strong> and following a standard format for citation. <strong>Complexity:</strong> 2</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.W.3.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the <strong>usefulness of each source in answering the research question</strong>; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <strong>Complexity:</strong> 4</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.W.3.8</strong> Gather relevant information from multiple print and digital sources, using <strong>search terms effectively</strong>; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <strong>Complexity:</strong> 3</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.W.3.8</strong> Gather relevant information from multiple print and digital sources, using <strong>search terms effectively</strong>; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <strong>Complexity:</strong> 2</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.W.3.8</strong> Gather relevant information from multiple print and digital sources; <strong>assess the credibility of each source</strong>; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. <strong>Complexity:</strong> 3</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.W.3.8</strong> Recall relevant information from experiences or gather relevant information from print and digital sources; <strong>summarize or paraphrase information in notes and finished work</strong>, and provide a list of sources. <strong>Complexity:</strong> 2</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.W.3.8</strong> Recall <strong>relevant</strong> information from experiences or gather <strong>relevant</strong> information from print and digital sources; take notes and <strong>categorize information, and provide a list of sources.</strong> <strong>Complexity:</strong> 3</td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.W.3.8</strong> Recall information from experiences or gather information from print and digital sources; take <strong>brief notes on sources and sort evidence into provided categories.</strong> <strong>Complexity:</strong> 3</td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.W.3.8</strong> Recall information from experiences or gather information from provided sources to answer a question. <strong>Complexity:</strong> 2</td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.W.3.8</strong> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <strong>Complexity:</strong> 2</td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.W.3.8</strong> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <strong>Complexity:</strong> 2</td>
</tr>
</tbody>
</table>
LAFS.K12.W.9  Draw evidence from literary or informational texts to support analysis, reflection, and research.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Writing</th>
</tr>
</thead>
</table>
| 11-12 | **LAFS.1112.W.3.9**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. Apply **grades 11–12**  Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).  
   b. Apply **grades 11–12**  Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).  |
| 9-10  | **LAFS.910.W.3.9**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. Apply **grades 9–10**  Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).  
   b. Apply **grades 9–10**  Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).  |
| 8     | **LAFS.8.W.3.9**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. Apply **grade 8**  Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).  
   b. Apply **grade 8**  Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).  |
| 7     | **LAFS.7.W.3.9**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. Apply **grade 7**  Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).  
   b. Apply **grade 7**  Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).  |
| 6     | **LAFS.6.W.3.9**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. 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”).  
   b. 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”).  |
| 5     | **LAFS.5.W.3.9**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. 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]”).  
   b. 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]”).  |
| 4     | **LAFS.4.W.3.9**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. 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].”).  
   b. 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”).  |

Note: W.3.9 starts at 4th grade.
# Cluster 4: Range of Writing

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.11-12.W.4.10</strong> 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. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.9-10.W.4.10</strong> 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.W.4.10</strong> 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.W.4.10</strong> 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.W.4.10</strong> 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.W.4.10</strong> 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.W.4.10</strong> 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.W.4.10</strong> 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. <strong>Complexity: 3</strong></td>
</tr>
</tbody>
</table>

Note: W.4.10 starts at 3rd grade.
## Speaking and Listening Standards

### Cluster 1: Comprehension and Collaboration

<table>
<thead>
<tr>
<th>Grade</th>
<th>Speaking/Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.K12.SL.1.1</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>LAFS.11-12.SL.1.1</strong> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grades 11-12 topics, texts, and issues</em>, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td></td>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td></td>
<td>b. Work with peers to <em>promote civil, democratic</em> discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</td>
</tr>
<tr>
<td></td>
<td>c. Propel conversations by posing and responding to questions that <em>probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue</em>; clarify, verify, or challenge ideas and conclusions; and <em>promote divergent and creative perspectives</em>.</td>
</tr>
<tr>
<td></td>
<td>d. Respond thoughtfully to diverse perspectives; <em>synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible</em>; and determine what additional information or research is required to deepen the investigation or complete the task.</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.9-10.SL.1.1</strong> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grades 9-10 topics, texts, and issues</em>, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td></td>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td></td>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), <em>clear goals</em> and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td></td>
<td>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<tr>
<td></td>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence presented.</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.SL.1.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grade 8 topics, texts, and issues</em>, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td></td>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td></td>
<td>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
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<tr>
<td></td>
<td>c. Pose questions that <em>connect the ideas of several speakers</em> and respond to others’ questions and comments with relevant <em>evidence</em>, observations, and ideas.</td>
</tr>
<tr>
<td></td>
<td>d. Acknowledge new information expressed by others, and, when warranted, <em>qualify or justify their own views in light of the evidence presented</em>.</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.SL.1.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grade 7 topics, texts, and issues</em>, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td></td>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td></td>
<td>b. Follow rules for collegial discussions, <em>track progress toward</em> specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td></td>
<td>c. Pose questions that <em>elicit elaboration</em> and respond to others’ questions and comments with relevant <em>observations and ideas</em> that bring the discussion back on topic as needed.</td>
</tr>
<tr>
<td></td>
<td>d. Acknowledge new information expressed by others and, when warranted, modify their own views. <strong>Complexity: 3</strong></td>
</tr>
</tbody>
</table>
6 LAFS.6. SL.1.1 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.
   a. 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.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Complexity: 3

5 LAFS.5. SL.1.1 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.
   a. Follow agreed-upon rules for discussions and carry out assigned roles.
   b. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Complexity: 3

4 LAFS.4. SL.1.1 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.
   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.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   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.
   d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Complexity: 3

3 LAFS.3. SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   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).
   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   d. Explain their own ideas and understanding in light of the discussion. Complexity: 3

2 LAFS.2. SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. 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).
   b. Build on others’ talk in conversation by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion. Complexity: 3

1 LAFS.1. SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others’ talk in conversation by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics or texts under discussion. Complexity: 2

K LAFS.K. SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts 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. Complexity: 2
<table>
<thead>
<tr>
<th>Grade</th>
<th>Speaking/Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>LAFS.1112.SL.1.2  Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. Complexity: 3</td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.SL.1.2   Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. Complexity: 3</td>
</tr>
<tr>
<td>8</td>
<td>LAFS.8.SL.1.2     Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Complexity: 3</td>
</tr>
<tr>
<td>7</td>
<td>LAFS.7.SL.1.2     Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Complexity: 2</td>
</tr>
<tr>
<td>6</td>
<td>LAFS.6.SL.1.2     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. Complexity: 3</td>
</tr>
<tr>
<td>5</td>
<td>LAFS.5.SL.1.2     Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Complexity: 2</td>
</tr>
<tr>
<td>4</td>
<td>LAFS.4.SL.1.2     Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Complexity: 2</td>
</tr>
<tr>
<td>3</td>
<td>LAFS.3.SL.1.2     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. Complexity: 2</td>
</tr>
<tr>
<td>2</td>
<td>LAFS.2.SL.1.2     Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Complexity: 2</td>
</tr>
<tr>
<td>1</td>
<td>LAFS.1.SL.1.2     Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Complexity: 2</td>
</tr>
<tr>
<td>K</td>
<td>LAFS.K.SL.1.2     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. Complexity: 2</td>
</tr>
<tr>
<td>Grade</td>
<td>Speaking/Listening</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.SL.1.3</strong> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Complexity: 3</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.SL.1.3</strong> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Complexity: 3</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.SL.1.3</strong> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Complexity: 3</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.SL.1.3</strong> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Complexity: 3</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.SL.1.3</strong> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Complexity: 3</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.SL.1.3</strong> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Complexity: 3</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.SL.1.3</strong> Identify the reasons and evidence a speaker provides to support particular points. Complexity: 3</td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.SL.1.3</strong> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Complexity: 2</td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.SL.1.3</strong> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Complexity: 2</td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.SL.1.3</strong> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Complexity: 2</td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.SL.1.3</strong> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Complexity: 2</td>
</tr>
</tbody>
</table>
## Cluster 2: Presentation of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Grade</th>
<th>Speaking/Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>LAFS.K.SL.2.4</strong> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>LAFS.1.SL.2.4</strong> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.SL.2.4</strong> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.SL.2.4</strong> 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. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.SL.2.4</strong> 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 the main ideas or themes; speak clearly at an understandable pace. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.SL.2.4</strong> Report on a topic or text or present an opinion, 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.SL.2.4</strong> 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.SL.2.4</strong> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.SL.2.4</strong> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.SL.2.4</strong> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.SL.2.4</strong> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <strong>Complexity: 3</strong></td>
</tr>
</tbody>
</table>

**LAFS.K12.SL.2.4** 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.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Speaking/Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>LAFS.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.SL.2.5 Make <strong>strategic use of digital media</strong> (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance <strong>understanding of findings, reasoning</strong>, and evidence and to add interest. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>8</td>
<td>LAFS.8.SL.2.5 <strong>Integrate</strong> multimedia and visual displays into presentations to clarify information, <strong>strengthen</strong> claims and evidence, and add interest. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>7</td>
<td>LAFS.7.SL.2.5 Include multimedia components and visual displays in presentations to clarify <strong>claims and findings</strong> and <strong>emphasize salient points</strong>. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>6</td>
<td>LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify <strong>information</strong>. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>5</td>
<td>LAFS.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>4</td>
<td>LAFS.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to <strong>enhance the development of main ideas or themes</strong>. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>3</td>
<td>LAFS.3.SL.2.5 Demonstrate <strong>fluid reading at an understandable pace</strong>, adding visual displays and <strong>engaging</strong> audio recordings when appropriate to <strong>emphasize or enhance certain facts or details</strong>. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>2</td>
<td>LAFS.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, or feelings. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>1</td>
<td>LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>K</td>
<td>LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>Grade</td>
<td>Speaking/Listening</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
</tr>
<tr>
<td>K</td>
<td><strong>LAFS.K.SL.2.6</strong> Speak audibly and express thoughts, feelings, and ideas clearly. Complexity: 1</td>
</tr>
<tr>
<td>1</td>
<td><strong>LAFS.1.SL.2.6</strong> Produce complete sentences when appropriate to task and situation. Complexity: 2</td>
</tr>
<tr>
<td>2</td>
<td><strong>LAFS.2.SL.2.6</strong> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Complexity: 1</td>
</tr>
<tr>
<td>3</td>
<td><strong>LAFS.3.SL.2.6</strong> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Complexity: 1</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.SL.2.6</strong> 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. Complexity: 2</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.SL.2.6</strong> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. Complexity: 2</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.SL.2.6</strong> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Complexity: 2</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.SL.2.6</strong> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Complexity: 2</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.SL.2.6</strong> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Complexity: 2</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.SL.2.6</strong> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Complexity: 2</td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.SL.2.6</strong> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Complexity: 2</td>
</tr>
</tbody>
</table>

**LAFS.K12.SL.2.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
## Language Standards

### Cluster 1: Conventions of Standard English

<table>
<thead>
<tr>
<th>LAFS.K12.L.1.1</th>
<th>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11-12</td>
<td>LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</td>
</tr>
<tr>
<td></td>
<td>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</td>
</tr>
<tr>
<td>Complexity: 3</td>
<td></td>
</tr>
<tr>
<td>Grade 9-10</td>
<td>LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Use parallel structure.</td>
</tr>
<tr>
<td></td>
<td>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
</tr>
<tr>
<td>Complexity: 3</td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in specific sentences.</td>
</tr>
<tr>
<td></td>
<td>b. Form and use verbs in the active and passive voice.</td>
</tr>
<tr>
<td></td>
<td>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
</tr>
<tr>
<td>Complexity: 2</td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>LAFS.7.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Explain the function of phrases and clauses in general and their function in specific sentences.</td>
</tr>
<tr>
<td></td>
<td>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</td>
</tr>
<tr>
<td></td>
<td>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
</tr>
<tr>
<td>Complexity: 2</td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves).</td>
</tr>
<tr>
<td></td>
<td>b. Recognize and correct inappropriate shifts in pronoun number and person.</td>
</tr>
<tr>
<td></td>
<td>c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</td>
</tr>
<tr>
<td></td>
<td>d. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</td>
</tr>
<tr>
<td>Complexity: 2</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Demonstrate fluent and legible cursive writing skills.</td>
</tr>
<tr>
<td></td>
<td>b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
</tr>
<tr>
<td></td>
<td>c. Form and use the perfect verb tenses (I had walked; I have walked; I will have walked).</td>
</tr>
<tr>
<td></td>
<td>d. Use verb tense to convey various times, sequences, states, and conditions.</td>
</tr>
<tr>
<td></td>
<td>e. Recognize and correct inappropriate shifts in verb tense.</td>
</tr>
<tr>
<td></td>
<td>f. Use correlative conjunctions (e.g., either/or; neither/nor).</td>
</tr>
<tr>
<td>Complexity: 2</td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Demonstrate legible cursive writing skills.</td>
</tr>
<tr>
<td></td>
<td>b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
</tr>
<tr>
<td></td>
<td>c. Form and use the progressive verb tenses (I was walking; I am walking; I will be walking).</td>
</tr>
<tr>
<td></td>
<td><strong>LAFS.3.L.1.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
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</tr>
<tr>
<td>d.</td>
<td>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
</tr>
<tr>
<td>e.</td>
<td>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
</tr>
<tr>
<td>f.</td>
<td>Form and use prepositional phrases.</td>
</tr>
<tr>
<td>g.</td>
<td>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</td>
</tr>
<tr>
<td>h.</td>
<td>Correctly use frequently confused words (e.g., to, too, two; there, their).</td>
</tr>
</tbody>
</table>

**Complexity: 2**

<table>
<thead>
<tr>
<th></th>
<th><strong>LAFS.2.L.1.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Demonstrate beginning cursive writing.</td>
</tr>
<tr>
<td>b.</td>
<td>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
</tr>
<tr>
<td>c.</td>
<td>Form and use regular and irregular plural nouns.</td>
</tr>
<tr>
<td>d.</td>
<td>Use abstract nouns (e.g., childhood).</td>
</tr>
<tr>
<td>e.</td>
<td>Form and use regular and irregular verbs.</td>
</tr>
<tr>
<td>f.</td>
<td>Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</td>
</tr>
<tr>
<td>g.</td>
<td>Ensure subject-verb and pronoun-antecedent agreement.</td>
</tr>
<tr>
<td>h.</td>
<td>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
</tr>
<tr>
<td>i.</td>
<td>Use coordinating and subordinating conjunctions.</td>
</tr>
<tr>
<td>j.</td>
<td>Produce simple, compound, and complex sentences.</td>
</tr>
</tbody>
</table>

**Complexity: 2**

<table>
<thead>
<tr>
<th></th>
<th><strong>LAFS.1.L.1.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Print all upper- and lowercase letters.</td>
</tr>
<tr>
<td>b.</td>
<td>Use common, proper, and possessive nouns.</td>
</tr>
<tr>
<td>c.</td>
<td>Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).</td>
</tr>
<tr>
<td>d.</td>
<td>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</td>
</tr>
<tr>
<td>e.</td>
<td>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</td>
</tr>
<tr>
<td>f.</td>
<td>Use frequently occurring adjectives.</td>
</tr>
<tr>
<td>g.</td>
<td>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</td>
</tr>
<tr>
<td>h.</td>
<td>Use determiners (e.g., articles, demonstratives).</td>
</tr>
<tr>
<td>i.</td>
<td>Use frequently occurring prepositions (e.g., during, beyond, toward).</td>
</tr>
<tr>
<td>j.</td>
<td>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</td>
</tr>
</tbody>
</table>

**Complexity: 2**

<table>
<thead>
<tr>
<th></th>
<th><strong>LAFS.K.L.1.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Print many upper- and lowercase letters.</td>
</tr>
<tr>
<td>b.</td>
<td>Use frequently occurring nouns and verbs.</td>
</tr>
<tr>
<td>c.</td>
<td>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td>
</tr>
<tr>
<td>d.</td>
<td>Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).</td>
</tr>
<tr>
<td>e.</td>
<td>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
</tr>
<tr>
<td>f.</td>
<td>Produce and expand complete sentences in shared language activities.</td>
</tr>
</tbody>
</table>

**Complexity: 2**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.K12.L.1.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Observe hyphenation conventions.</td>
</tr>
<tr>
<td></td>
<td>b. Spell correctly.</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.L.1.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use a semicolon (with or without a conjunctive adverb) to link two or more closely related independent clauses.</td>
</tr>
<tr>
<td></td>
<td>b. Use a colon to introduce a list or quotation.</td>
</tr>
<tr>
<td></td>
<td>c. Spell correctly.</td>
</tr>
<tr>
<td>8</td>
<td><strong>LAFS.8.L.1.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use punctuation (commas, ellipsis, dashes) to indicate a pause or break.</td>
</tr>
<tr>
<td></td>
<td>b. Use an ellipsis to indicate an omission.</td>
</tr>
<tr>
<td></td>
<td>c. Spell correctly.</td>
</tr>
<tr>
<td>7</td>
<td><strong>LAFS.7.L.1.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</td>
</tr>
<tr>
<td></td>
<td>b. Spell correctly.</td>
</tr>
<tr>
<td>6</td>
<td><strong>LAFS.6.L.1.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</td>
</tr>
<tr>
<td></td>
<td>b. Spell correctly.</td>
</tr>
<tr>
<td>5</td>
<td><strong>LAFS.5.L.1.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use punctuation to separate items in a series.</td>
</tr>
<tr>
<td></td>
<td>b. Use a comma to separate an introductory element from the rest of the sentence.</td>
</tr>
<tr>
<td></td>
<td>c. 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?).</td>
</tr>
<tr>
<td></td>
<td>d. Use underlining, quotation marks, or italics to indicate titles of works.</td>
</tr>
<tr>
<td></td>
<td>e. Spell grade-appropriate words correctly, consulting references as needed.</td>
</tr>
<tr>
<td>4</td>
<td><strong>LAFS.4.L.1.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use correct capitalization.</td>
</tr>
<tr>
<td></td>
<td>b. Use commas and quotation marks to mark direct speech and quotations from a text.</td>
</tr>
<tr>
<td></td>
<td>c. Use a comma before a coordinating conjunction in a compound sentence.</td>
</tr>
<tr>
<td></td>
<td>d. Spell grade-appropriate words correctly, consulting references as needed.</td>
</tr>
</tbody>
</table>
| 3 | **LAFS.3.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Capitalize appropriate words in titles.  
  b. Use commas in addresses.  
  c. Use commas and quotation marks in dialogue.  
  d. Form and use possessives.  
  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  
  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  
  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  
  **Complexity: 1** |
|---|---|
| 2 | **LAFS.2.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Capitalize holidays, product names, and geographic names.  
  b. Use commas in greetings and closings of letters.  
  c. Use an apostrophe to form contractions and frequently occurring possessives.  
  d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  
  e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  
  **Complexity: 1** |
| 1 | **LAFS.1.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Capitalize dates and names of people.  
  b. Use end punctuation for sentences.  
  c. Use commas in dates and to separate single words in a series.  
  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  
  **Complexity: 1** |
| K | **LAFS.K.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Capitalize the first word in a sentence and the pronoun 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.  
  **Complexity: 1** |
Cluster 2: Knowledge of Language

<table>
<thead>
<tr>
<th>Grade</th>
<th>LAFS.K12.L.2.3</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>LAFS.1112.L.2.3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Vary syntax for effect, consulting references (e.g., Tuft’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.L.2.3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</td>
</tr>
<tr>
<td>8</td>
<td>LAFS.8.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</td>
</tr>
<tr>
<td>7</td>
<td>LAFS.7.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Choose language that expresses idea precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
</tr>
<tr>
<td>6</td>
<td>LAFS.6.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Vary sentence patterns for meaning, reader/listener interest, and style.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Maintain consistency in style and tone.</td>
</tr>
<tr>
<td>5</td>
<td>LAFS.5.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
</tr>
<tr>
<td>4</td>
<td>LAFS.4.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Choose words and phrases to convey ideas precisely.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Choose punctuation for effect.</td>
</tr>
<tr>
<td></td>
<td>c.</td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
</tr>
<tr>
<td>3</td>
<td>LAFS.3.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Choose words and phrases for effect.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Recognize and observe differences between the conventions of spoken and written standard English.</td>
</tr>
<tr>
<td>2</td>
<td>LAFS.2.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Compare formal and informal uses of English.</td>
</tr>
</tbody>
</table>

Note: L.2.3 starts at 2nd grade.
Cluster 3: Vocabulary Acquisition and Use

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language</th>
</tr>
</thead>
</table>
| 11-12 | **LAFS.1112.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| 9-10  | **LAFS.910.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| 8     | **LAFS.8.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  
  a. 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.  
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).  
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 7     | **LAFS.7.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  
  a. 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.  
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 6     | **LAFS.6.L.3.4** 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.  
  a. 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.  
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  
  c. 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.  |
<table>
<thead>
<tr>
<th>Level</th>
<th>标准</th>
<th>目标</th>
<th>内容</th>
<th>复杂度</th>
</tr>
</thead>
</table>
| 5     | LAFS.5.L.3.4 | Distinguish 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. | a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
 b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
 c. 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. | 2 |
| 4     | LAFS.4.L.3.4 | Distinguish 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. | a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  
 b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  
 c. 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. | 2 |
| 3     | LAFS.3.L.3.4 | Distinguish or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | a. Use sentence-level context as a clue to the meaning of a word or phrase.  
 b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  
 c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  
 d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases. | 2 |
| 2     | LAFS.2.L.3.4 | Distinguish or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies. | a. Use sentence-level context as a clue to the meaning of a word or phrase.  
 b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).  
 c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  
 d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).  
 e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | 2 |
| 1     | LAFS.1.L.3.4 | Distinguish or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies. | a. Use sentence-level context as a clue to the meaning of a word or phrase.  
 b. Use frequently occurring affixes as a clue to the meaning of a word.  
 c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | 2 |
| K     | LAFS.K.L.3.4 | Distinguish or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  
 b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | 2 |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Language</th>
</tr>
</thead>
</table>
| 11-12 | LAFS.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  
   b. Analyze nuances in the meaning of words with similar denotations. **Complexity: 3** |
| 9-10  | LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  
   b. Analyze nuances in the meaning of words with similar denotations. **Complexity: 3** |
| 8     | LAFS.8.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Interpret figures of speech (e.g., verbal irony, puns) in context.  
   b. Use the relationship between particular words to better understand each of the words.  
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute) **Complexity: 3** |
| 7     | LAFS.7.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). **Complexity: 3** |
| 6     | LAFS.6.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Interpret figures of speech (e.g., personification) in context.  
   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). **Complexity: 3** |
| 5     | LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Interpret figurative language, including similes and metaphors, in context.  
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **Complexity: 3** |
| 4     | LAFS.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
   c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **Complexity: 3** |
| 3     | LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.  
   a. Distinguish literal and nonliteral meanings of words and phrases in context (e.g., take steps).  
   b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  
   c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **Complexity: 3** |
| 2     | LAFS.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.  
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  
   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). **Complexity: 3** |
LAFS.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., colors, clothing) to gain a sense of the concepts that categories represent.

b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. **Complexity: 2**

K LAFS.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts that 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 colorful).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **Complexity: 3**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Language</th>
</tr>
</thead>
</table>
| 11-12 | **LAFS.1112.L.3.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  
*Complexity: 2* |
| 9-10  | **LAFS.910.L.3.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  
*Complexity: 2* |
| 8     | **LAFS.8.L.3.6** 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.  
*Complexity: 1* |
| 7     | **LAFS.7.L.3.6** 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.  
*Complexity: 1* |
| 6     | **LAFS.6.L.3.6** 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.  
*Complexity: 1* |
| 5     | **LAFS.5.L.3.6** 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).  
*Complexity: 1* |
| 4     | **LAFS.4.L.3.6** 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).  
*Complexity: 1* |
| 3     | **LAFS.3.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).  
*Complexity: 1* |
| 2     | **LAFS.2.L.3.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).  
*Complexity: 1* |
| 1     | **LAFS.1.L.3.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  
*Complexity: 1* |
| K     | **LAFS.K.L.3.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  
*Complexity: 1* |
## Reading Foundational Skills Standards

### Cluster 1: Print Concepts

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1     | LAFS.1.RF.1.1 | Demonstrate understanding of the organization and basic features of print.  
  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) | Complexity: 1 |
| K     | LAFS.K.RF.1.1 | Demonstrate understanding of the organization and basic features of print.  
  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. | Complexity: 1 |

Note: RF.1.1 and RF.2.2 are K-1 standards

### Cluster 2: Phonological Awareness

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1     | LAFS.1.RF.2.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
  a. Distinguish long from short vowel sounds in spoken single-syllable words.  
  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | Complexity: 1 |
| K     | LAFS.K.RF.2.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
  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. | Complexity: 1 |

Note: RF.1.1 and RF.2.2 are K-1 standards
### RF.3.3 are K-5 standards
## Cluster 4: Fluency

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cluster 4: Fluency</th>
</tr>
</thead>
</table>
| 5     | LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  
  a. Read on-level text with purpose and understanding.  
  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
  Complexity: 2 |
| 4     | LAFS.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  
  a. Read on-level text with purpose and understanding.  
  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
  Complexity: 2 |
| 3     | LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  
  a. Read on-level text with purpose and understanding.  
  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
  Complexity: 2 |
| 2     | LAFS.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  
  a. Read on-level text with purpose and understanding.  
  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
  Complexity: 2 |
| 1     | LAFS.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  
  a. Read on-level text with purpose and understanding.  
  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
  Complexity: 2 |
| K     | LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding.  
  Complexity: 2 |

Note: RF.4.4 are K-5 standards
## Spiraled Content Area Reading Standards

### Cluster 1: Key Ideas and Details

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Reading for Literacy in History/Social Studies 6–12</th>
<th>Strand: Reading for Literacy in Science and Technical Subjects 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.K12.R.1.1</strong> 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.</td>
<td><strong>LAFS.1112.RH.1.1</strong> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RH.1.1</strong> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <strong>Complexity: 2</strong></td>
<td><strong>LAFS.910.RST.1.1</strong> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>6-8</td>
<td><strong>LAFS.68.RH.1.1</strong> Cite specific textual evidence to support analysis of primary and secondary sources. <strong>Complexity: 2</strong></td>
<td><strong>LAFS.68.RST.1.1</strong> Cite specific textual evidence to support analysis of science and technical texts. <strong>Complexity: 2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Reading Standards for Literacy in History/Social Studies 6–12</th>
<th>Strand: Reading Standards for Literacy in Science and Technical Subjects 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.K12.R.1.2</strong> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td><strong>LAFS.1112.RH.1.2</strong> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RH.1.2</strong> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <strong>Complexity: 2</strong></td>
<td><strong>LAFS.910.RST.1.2</strong> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>6-8</td>
<td><strong>LAFS.68.RH.1.2</strong> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <strong>Complexity: 2</strong></td>
<td><strong>LAFS.68.RST.1.2</strong> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. <strong>Complexity: 2</strong></td>
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</tbody>
</table>

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<tr>
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<th>Strand: Reading Standards for Literacy in Science and Technical Subjects 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.K12.R.1.3</strong> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td><strong>LAFS.1112.RH.1.3</strong> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RH.1.3</strong> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <strong>Complexity: 3</strong></td>
<td><strong>LAFS.910.RST.1.3</strong> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>6-8</td>
<td></td>
<td><strong>LAFS.68.RST.1.3</strong> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. <strong>Complexity: 2</strong></td>
</tr>
</tbody>
</table>
### Cluster 2: Craft and Structure

**LAFS.K12.R.2.4** 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Reading Standards for Literacy in History/Social Studies 6–12</th>
<th>Strand: Reading Standards for Literacy in Science and Technical Subjects 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.RH.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
<td><strong>LAFS.1112.RST.2.4</strong> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RH.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</td>
<td><strong>LAFS.910.RST.2.4</strong> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
</tr>
</tbody>
</table>

**LAFS.K12.R.2.5** 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Reading Standards for Literacy in History/Social Studies 6–12</th>
<th>Strand: Reading Standards for Literacy in Science and Technical Subjects 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.RH.2.5</strong> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
<td><strong>LAFS.1112.RST.2.5</strong> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RH.2.5</strong> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
<td><strong>LAFS.910.RST.2.5</strong> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</td>
</tr>
<tr>
<td>6-8</td>
<td><strong>LAFS.68.RH.2.5</strong> Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
<td><strong>LAFS.68.RST.2.5</strong> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</td>
</tr>
</tbody>
</table>

**LAFS.K12.R.2.6** Assess how point of view or purpose shapes the content and style of a text.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Reading Standards for Literacy in History/Social Studies 6–12</th>
<th>Strand: Reading Standards for Literacy in Science and Technical Subjects 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.RH.2.6</strong> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</td>
<td><strong>LAFS.1112.RST.2.6</strong> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.RH.2.6</strong> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their texts.</td>
<td><strong>LAFS.910.RST.2.6</strong> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question asked and purpose of the explanation.</td>
</tr>
</tbody>
</table>
Cluster 3: Integrating Knowledge and Ideas

<table>
<thead>
<tr>
<th>LAFS.K12.R.3.7</th>
<th>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Strand: Reading Standards for Literacy in History/Social Studies 6–12</td>
</tr>
<tr>
<td>11-12</td>
<td>LAFS.1112.RH.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.RH.3.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
</tr>
<tr>
<td>6-8</td>
<td>LAFS.68.RH.3.7 Distinguish among fact, opinion, and reasoned judgment in a text.</td>
</tr>
</tbody>
</table>

**LAFS.K12.R.3.8** 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.

| Grade | Strand: Reading Standards for Literacy in History/Social Studies 6–12 | Strand: Reading Standards for Literacy in Science and Technical Subjects 6-12 |
| 11-12 | LAFS.1112.RH.3.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. | LAFS.1112.RST.3.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |
| 9-10 | LAFS.910.RH.3.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. | LAFS.910.RST.3.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. |
| 6-8 | LAFS.68.RH.3.8 Distinguish among fact, opinion, and reasoned judgment in a text. | LAFS.68.RST.3.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. |

**LAFS.K12.R.3.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

| Grade | Strand: Reading Standards for Literacy in History/Social Studies 6–12 | Strand: Reading Standards for Literacy in Science and Technical Subjects 6-12 |
| 11-12 | LAFS.1112.RH.3.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | LAFS.1112.RST.3.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |

**LAFS.68.RH.2.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **Complexity: 3**

**LAFS.68.RST.2.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **Complexity: 3**
### Cluster 4: Range of Reading and Level of Text Complexity

#### LAFS.K12.R.4.10 Read and comprehend complex literary and informational texts independently and proficiently.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand: Reading for Literacy in History/Social Studies 6–12</th>
<th>Strand: Reading for Literacy in Science and Technical Subjects 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>LAFS.1112.RH.4.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
<td>LAFS.1112.RST.4.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.RH.4.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
<td>LAFS.910.RST.4.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
</tr>
<tr>
<td>6-8</td>
<td>LAFS.68.RH.4.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
<td>LAFS.68.RST.4.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. <strong>Complexity: 2</strong></td>
</tr>
</tbody>
</table>
## Spiraled Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

### Cluster 1: Text Types and Purposes

<table>
<thead>
<tr>
<th>LAFS.K12.W.1.1</th>
<th>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.11.12.WHST.1.1</strong> Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td></td>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td></td>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td></td>
<td>e. Provide a concluding statement or section that follows from or supports the argument presented. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.9.10.WHST.1.1</strong> Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td></td>
<td>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td></td>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td></td>
<td>e. Provide a concluding statement or section that follows from or supports the argument presented. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>6-8</td>
<td><strong>LAFS.6.8.WHST.1.1</strong> Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td></td>
<td>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td></td>
<td>d. Establish and maintain a formal style.</td>
</tr>
<tr>
<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>Grade</td>
<td>Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **11-12** | **LAFS.1112.WHST.1.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).  

**Complexity: 4**

| **9-10** | **LAFS.910.WHST.1.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.  
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  

**Complexity: 4**

| **6-8** | **LAFS.68.WHST.1.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  

**Complexity: 3**
### Cluster 2: Production and Distribution of Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Grade</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LAFS.K12.W.2.4</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>11-12</td>
<td>3</td>
</tr>
<tr>
<td><strong>LAFS.1112.WHST.2.4</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>9-10</td>
<td>3</td>
</tr>
<tr>
<td><strong>LAFS.68.WHST.2.4</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>6-8</td>
<td>3</td>
</tr>
<tr>
<td><strong>LAFS.K12.W.2.5</strong></td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td>11-12</td>
<td>3</td>
</tr>
<tr>
<td><strong>LAFS.1112.WHST.2.5</strong></td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
<td>9-10</td>
<td>3</td>
</tr>
<tr>
<td><strong>LAFS.68.WHST.2.5</strong></td>
<td>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
<td>6-8</td>
<td>3</td>
</tr>
<tr>
<td><strong>LAFS.K12.W.2.6</strong></td>
<td>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
<td>11-12</td>
<td>2</td>
</tr>
<tr>
<td><strong>LAFS.1112.WHST.2.6</strong></td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
<td>9-10</td>
<td>2</td>
</tr>
<tr>
<td><strong>LAFS.910.WHST.2.6</strong></td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</td>
<td>6-8</td>
<td>2</td>
</tr>
<tr>
<td><strong>LAFS.68.WHST.2.6</strong></td>
<td>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</td>
<td>6-8</td>
<td>2</td>
</tr>
</tbody>
</table>
### Cluster 3: Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th><strong>LAFS.K12.W.3.7</strong></th>
<th>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</strong></td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.WHST.3.7</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.WHST.3.7</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>6-8</td>
<td><strong>LAFS.68.WHST.3.7</strong> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <strong>Complexity: 4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LAFS.K12.W.3.8</strong></th>
<th>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</strong></td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.WHST.3.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.WHST.3.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <strong>Complexity: 4</strong></td>
</tr>
<tr>
<td>6-8</td>
<td><strong>LAFS.68.WHST.3.8</strong> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <strong>Complexity: 3</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LAFS.K12.W.3.9</strong></th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</strong></td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.WHST.3.9</strong> Draw evidence from informational texts to support analysis, reflection, and research. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.WHST.3.9</strong> Draw evidence from informational texts to support analysis, reflection, and research. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>6-8</td>
<td><strong>LAFS.68.WHST.3.9</strong> Draw evidence from informational texts to support analysis, reflection, and research. <strong>Complexity: 3</strong></td>
</tr>
</tbody>
</table>

### Cluster 4: Range of Writing

<table>
<thead>
<tr>
<th><strong>LAFS.K12.W.10</strong></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</strong></td>
</tr>
<tr>
<td>11-12</td>
<td><strong>LAFS.1112.WHST.4.10</strong> Write routinely over extended time frames (time for 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>9-10</td>
<td><strong>LAFS.910.WHST.4.10</strong> Write routinely over extended time frames (time for 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. <strong>Complexity: 3</strong></td>
</tr>
<tr>
<td>6-8</td>
<td><strong>LAFS.68.WHST.4.10</strong> Write routinely over extended time frames (time for 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. <strong>Complexity: 3</strong></td>
</tr>
</tbody>
</table>
Appendix/Resources
# Academic Vocabulary Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>accuracy</strong></td>
<td>1. freedom from mistake or error</td>
<td>correctness, exactness, precision, veracity</td>
</tr>
<tr>
<td></td>
<td>2. conformity to truth or to a standard or model</td>
<td></td>
</tr>
<tr>
<td><strong>affix</strong></td>
<td>a letter or group of letters added to the beginning or end of a word to</td>
<td>prefix, suffix,</td>
</tr>
<tr>
<td></td>
<td>change its meaning : a prefix or suffix</td>
<td></td>
</tr>
<tr>
<td><strong>analyze</strong></td>
<td>to study or examine something in detail, in order to discover more</td>
<td>breakdown, deconstruct, dissect</td>
</tr>
<tr>
<td></td>
<td>about it</td>
<td></td>
</tr>
<tr>
<td><strong>argument</strong></td>
<td>a coherent series of reasons, statements, or facts intended to support</td>
<td>claim, dispute,</td>
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<tr>
<td></td>
<td>or establish a point of view</td>
<td></td>
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<tr>
<td><strong>audience</strong></td>
<td>the people who watch, read, or listen to something</td>
<td>readers, public, following, listenership, readership,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>viewship, followers</td>
</tr>
<tr>
<td><strong>author’s purpose</strong></td>
<td>an author’s purpose for writing a text:</td>
<td>writer’s purpose, author’s intent</td>
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<tr>
<td></td>
<td>informational/expository: to convey information accurately and serve</td>
<td></td>
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<tr>
<td></td>
<td>one or more closely related purposes: to increase readers’ knowledge</td>
<td></td>
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<td></td>
<td>of a subject, to help readers better understand a procedure or process,</td>
<td></td>
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<tr>
<td></td>
<td>or to provide readers with an enhanced comprehension of a concept</td>
<td></td>
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<tr>
<td></td>
<td>argument/opinion: to present information in a reasoned, logical way</td>
<td></td>
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<tr>
<td></td>
<td>demonstrating that the writer’s opinion or claim is valid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. to say that something is true or is a fact, although you cannot prove</td>
<td>assertion, argument</td>
</tr>
<tr>
<td></td>
<td>it and other people might not believe it</td>
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<tr>
<td></td>
<td>2. a statement that something is true or is a fact, although other people</td>
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<td></td>
<td>might not believe it</td>
<td></td>
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<tr>
<td><strong>clarify</strong></td>
<td>to make or become more easily understood</td>
<td>clear up, construe, explain, explicate, expound, get</td>
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<tr>
<td></td>
<td></td>
<td>across, illuminate, simplify</td>
</tr>
<tr>
<td><strong>coherent</strong></td>
<td>1. logical and well-organized</td>
<td>logical, rational, reasonable, sensible, sound,</td>
</tr>
<tr>
<td></td>
<td>2. easy to understand</td>
<td>valid, well-founded, well-grounded, clear,</td>
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<tr>
<td></td>
<td>3. able to talk or express yourself in a clear way that can be easily</td>
<td>understandable</td>
</tr>
<tr>
<td></td>
<td>understood</td>
<td></td>
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<tr>
<td><strong>cohesive</strong></td>
<td>1. naturally or logically connected</td>
<td>connected, close-knit, united</td>
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<tr>
<td></td>
<td>2. holding together</td>
<td></td>
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<tr>
<td><strong>compare and contrast</strong></td>
<td>to note what is similar and different about two or more things</td>
<td></td>
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<tr>
<td><strong>comprehend</strong></td>
<td>to understand fully</td>
<td>apprehend, decipher, grasp, perceive</td>
</tr>
<tr>
<td><strong>conclusion</strong></td>
<td>1. to end something such as a speech, conversation, or piece of writing</td>
<td>closure, completion, consequence, denouement,</td>
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<tr>
<td></td>
<td>2. to have a particular opinion about something after thinking carefully</td>
<td>development, ending, outcome, result</td>
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<tr>
<td></td>
<td>about it</td>
<td></td>
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<tr>
<td>**connotation/</td>
<td>language that communicates a feeling or idea that is suggested by a word</td>
<td>overtone, significance, undertone, association,</td>
</tr>
<tr>
<td>connotative language</td>
<td>in addition to its basic meaning, or something suggested by an object or</td>
<td>essence, hint, nuance, suggestion</td>
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<td></td>
<td>situation</td>
<td></td>
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<tr>
<td><strong>context</strong></td>
<td>1. the situation within which something exists or happens, and that</td>
<td>background, situation, text, frame of reference</td>
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<td></td>
<td>can help explain it</td>
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<td></td>
<td>2. the text or speech that comes immediately before and after a particular</td>
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<td></td>
<td>phrase or piece of text and helps to explain its meaning</td>
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<tr>
<td>Word</td>
<td>Definition</td>
<td>Synonyms</td>
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<tr>
<td>conventions</td>
<td>commonly accepted rules of written English e.g., spelling, usage, punctuation, capitalization, and sentence formation</td>
<td>custom, rule, tradition, norm,</td>
</tr>
<tr>
<td>counterclaim</td>
<td>a claim made in reply to another claim and different from it</td>
<td>rebuttal, reply, counterargument</td>
</tr>
<tr>
<td>define</td>
<td>1. to say what the meaning of something, especially a word, is</td>
<td>lay down, prescribe, specify</td>
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<td></td>
<td>2. to explain and describe the meaning and exact limits of something</td>
<td></td>
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<tr>
<td>delineate</td>
<td>1. to outline</td>
<td>trace, recite, relate</td>
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<tr>
<td></td>
<td>2. to describe something completely, including details</td>
<td></td>
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<tr>
<td>demonstrate</td>
<td>1. to show or make something clear</td>
<td>establish, prove, show, substantiate, validate</td>
</tr>
<tr>
<td></td>
<td>2. to show something and explain how it works</td>
<td></td>
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<tr>
<td>denotation</td>
<td>the meaning of a word or phrase, usually as defined by a dictionary</td>
<td>meaning, name, definition</td>
</tr>
<tr>
<td>describe</td>
<td>1. to say what someone or something is like</td>
<td>delineate, depict, draw, paint, picture, portray, render, sketch, chart, chronicle, recount, report, tell</td>
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<td></td>
<td>2. to make a movement that has a particular shape; to form a particular shape</td>
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<td>detail</td>
<td>1. a small part of something larger</td>
<td>item, particular, point</td>
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<td>2. the small parts of something</td>
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<td></td>
<td>3. a particular fact or piece of information about something or someone</td>
<td></td>
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<td>develop</td>
<td>1. to bring out the possibilities of</td>
<td>elaborate, evolve, unfold, open, evolve, progress, expand upon</td>
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<td></td>
<td>2. to begin to exist or be present gradually</td>
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<td></td>
<td>3. to create over time</td>
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<td>4. to grow or cause to grow more mature, or more advanced</td>
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<td>distinguish</td>
<td>1. to notice or recognize a difference between people or things</td>
<td>differentiate, discern, discriminate, separate</td>
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<td></td>
<td>2. to know the difference</td>
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<td></td>
<td>3. to make someone or something different or special in some way</td>
<td></td>
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<td></td>
<td>4. to see or hear someone or something clearly</td>
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<tr>
<td>domain-specific vocabulary</td>
<td>words specific to a field of study that help the reader understand a new concept</td>
<td>disciplinary vocabulary</td>
</tr>
<tr>
<td>elaborate</td>
<td>1. to give more details about something: to discuss something more fully using facts, statistics, examples, quotations, anecdotes, and reasons</td>
<td>detailed, thorough, full</td>
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<tr>
<td></td>
<td>2. to bring something, such as an idea or a plan to a more advanced or developed state</td>
<td></td>
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<tr>
<td>evaluate</td>
<td>to judge or calculate the quality, importance, amount, or value of something</td>
<td>appraise, assess, rate, value</td>
</tr>
<tr>
<td>evidence</td>
<td>source-based information including facts, figures, and details used to support the writer or speaker’s main idea or claim</td>
<td>indication, proof, substantiation</td>
</tr>
<tr>
<td>explain</td>
<td>1. to make clear</td>
<td>clear up, demonstrate, explicate, expound, get across, simplify</td>
</tr>
<tr>
<td></td>
<td>2. to give the reasons for or cause of</td>
<td></td>
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<tr>
<td>explanatory</td>
<td>type of writing that conveys information accurately</td>
<td>informative</td>
</tr>
<tr>
<td>explicit</td>
<td>so clearly expressed as to leave no doubt about the meaning</td>
<td>clear-cut, definite, definitive, specific, unambiguous, unequivocal</td>
</tr>
<tr>
<td>figurative language</td>
<td>1. language expressing one thing in terms normally denoting another with which it may be regarded as analogous</td>
<td>metaphor, allegory, emblem, symbolism, euphemism, nonliteral language</td>
</tr>
<tr>
<td></td>
<td>2. language characterized by figures of speech</td>
<td></td>
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<tr>
<td>formal</td>
<td>1. following established form, custom, or rule</td>
<td>accepted, decorous, genteel, polite, proper, respectable, conventional, orthodox</td>
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<td></td>
<td>2. suitable for a proper occasion</td>
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<tr>
<td>identify</td>
<td>to recognize or be able to name someone or something, or to prove who or what someone or something is</td>
<td>distinguish, pinpoint, single out, determine</td>
</tr>
<tr>
<td>idiom</td>
<td>a group of words whose meaning considered as a unit is different from the meanings of each word considered separately</td>
<td>expression, figure of speech</td>
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<td>Word</td>
<td>Definition</td>
<td>Synonyms</td>
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<tr>
<td>illustration</td>
<td>1. a picture or diagram that explains or decorates</td>
<td>diagram, figure, graphic, visual, drawing, illumination, image, pictogram, pictograph, picture</td>
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<tr>
<td></td>
<td>2. an example or instance used to make something clear</td>
<td></td>
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<tr>
<td>infer</td>
<td>1. to form an opinion from evidence</td>
<td>decide, deduce, derive, extrapolate, gather, judge,</td>
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<td></td>
<td>2. to reach a conclusion based on known facts</td>
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<tr>
<td>inflection</td>
<td>1. the change of form that words undergo to mark such distinctions as those of case, gender, number, tense, person, mood, or voice</td>
<td>arc, bend, turn, articulation, pronunciation, timbre, tone of voice</td>
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<tr>
<td></td>
<td>2. change in pitch or loudness of the voice</td>
<td></td>
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<tr>
<td>informative</td>
<td>type of writing that conveys information accurately</td>
<td>explanatory</td>
</tr>
<tr>
<td>integrate</td>
<td>1. to combine two or more things in order to become more effective</td>
<td>amalgamate, blend, combine, conflate, fuse, incorporate, meld, merge, mingle, mix</td>
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<tr>
<td></td>
<td>2. to combine ideas from sources with one’s own ideas</td>
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<tr>
<td>introduce</td>
<td>1. to bring forward for discussion or consideration</td>
<td>begin, establish, initiate, institute, launch, set up, start</td>
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<tr>
<td></td>
<td>2. to put in</td>
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<tr>
<td>literal</td>
<td>1. following the ordinary or usual meaning of the words</td>
<td>documentary, factual, matter-of-fact, objective, true, to the letter</td>
</tr>
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<td></td>
<td>2. true to fact</td>
<td></td>
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<tr>
<td>logical</td>
<td>1. according to a proper or reasonable way of thinking</td>
<td>rational, reasonable, sensible, sound, valid, well-founded, well-grounded</td>
</tr>
<tr>
<td></td>
<td>a logical argument</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. according to what is reasonably expected</td>
<td></td>
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<tr>
<td>metaphor</td>
<td>1. a word or phrase for one thing that is used to refer to another</td>
<td>analogy, image, symbol</td>
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<td></td>
<td>thing to show or suggest that they are similar</td>
<td></td>
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<tr>
<td></td>
<td>2. an object or idea that is used as a symbol of something else</td>
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<tr>
<td>mood</td>
<td>1. inducing or suggestive of a particular feeling or state of mind.</td>
<td>atmosphere, condition, frame of mind</td>
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<td></td>
<td>a set of forms of a verb that show whether the action or state expressed is to be thought of as a fact, a command, or a wish or possibility</td>
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<tr>
<td>narrative</td>
<td>something (as a story) that is told in full detail</td>
<td>account, chronicle, chronology, commentary, history, record, report, story</td>
</tr>
<tr>
<td>nuance</td>
<td>a very small difference in color, tone, meaning, etc.</td>
<td>distinction, gradation, hint, implication, refinement, subtlety</td>
</tr>
<tr>
<td>opinion</td>
<td>1. a belief, judgment, or way of thinking about something</td>
<td>belief, conviction, feeling, judgment, sentiment, verdict, view</td>
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<tr>
<td></td>
<td>2. what someone thinks about a particular thing</td>
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<tr>
<td>opposing</td>
<td>to disagree with or disapprove of</td>
<td>conflicting, contending, rival</td>
</tr>
<tr>
<td>organize</td>
<td>to put things into a particular arrangement, order, or structure</td>
<td>arrange, array, classify, draw up, lay out, order, systematize</td>
</tr>
<tr>
<td>persuasive</td>
<td>able or likely to convince people</td>
<td>convincing</td>
</tr>
<tr>
<td>paraphrase</td>
<td>to say something that someone else has said or written using different words</td>
<td>rephrasing, restatement, restating, rewording, translation</td>
</tr>
<tr>
<td>phrase</td>
<td>1. a group of two or more words that express a single idea but do not usually form a complete sentence</td>
<td>expression, idiom, motto, remark, saying, wording</td>
</tr>
<tr>
<td></td>
<td>2. a brief expression that is commonly used</td>
<td></td>
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<tr>
<td>plagiarism</td>
<td>an act of copying the ideas or words of another person without giving credit to that person</td>
<td>copying, falsification, literary theft, fraud, appropriation</td>
</tr>
<tr>
<td>plot</td>
<td>the plan or main story (as of a movie or literary work)</td>
<td>scheme, plan, framework, story structure</td>
</tr>
<tr>
<td>point of view</td>
<td>a way of looking at or thinking about something</td>
<td>outlook, perspective, position, standpoint</td>
</tr>
<tr>
<td>problem</td>
<td>1. any question or matter involving doubt, uncertainty, or difficulty.</td>
<td>mystery, enigma, challenge, case, trouble</td>
</tr>
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<td></td>
<td>2. a question proposed for solution or discussion.</td>
<td></td>
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<tr>
<td>publish</td>
<td>1. to bring printed works (as books) before the public usually for sale</td>
<td>announce, broadcast, circulate, distribute, print, produce</td>
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<td></td>
<td>2. to print (as in a magazine or newspaper)</td>
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<td></td>
<td>3. to make widely known</td>
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<tr>
<td>reasoning</td>
<td>the process of thinking about something in a logical way in order to form a conclusion or judgment</td>
<td>interpretation, thinking, rationale, proposition, premise</td>
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<td>Word</td>
<td>Definition</td>
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<tr>
<td>reflect</td>
<td>1. to give back an image or likeness of in the manner of a mirror</td>
<td>mirror, imitate, think, consider, recall, opine, remark</td>
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<td></td>
<td>2. to make known</td>
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<td></td>
<td>3. to cause to be thought of in a specified way or in a bad way</td>
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<td></td>
<td>4. to think seriously and carefully about</td>
<td></td>
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<tr>
<td>relationship</td>
<td>the way in which two or more people or things are connected</td>
<td>link, connection, affiliation, tie</td>
</tr>
<tr>
<td>research</td>
<td>1. careful study that is done to find and report new knowledge about something</td>
<td>exploration, inquiry, investigation, probe</td>
</tr>
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<td>2. the activity of getting information about a subject</td>
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<tr>
<td>relevant</td>
<td>related to a subject or to something happening or being discussed</td>
<td>applicable, germane, pertinent, related</td>
</tr>
<tr>
<td>revise</td>
<td>dealing with the text as a whole, addressing strengths and weaknesses, arguments, focus, support, evidence, voice, and mechanical issues</td>
<td>alter, improve, modify, overhaul, rework, rewrite, revamp</td>
</tr>
<tr>
<td>rhetoric</td>
<td>the art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people</td>
<td>oratory, oration, eloquence, elocution, flowery language</td>
</tr>
<tr>
<td>root</td>
<td>a word or part of a word from which other words are obtained by adding a prefix or suffix</td>
<td>base, base word</td>
</tr>
<tr>
<td>sequence</td>
<td>a series of related things or events, or the order in which things or events follow each other</td>
<td>progression, procession, succession, cycle</td>
</tr>
<tr>
<td>setting</td>
<td>1. the time, place, and circumstances in which something occurs or develops</td>
<td>background, environment, environs, milieu, context</td>
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<td></td>
<td>2. the time and place of the action of a literary, dramatic, or cinematic work</td>
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<td></td>
<td>3. the scenery used in a theatrical or film production</td>
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<tr>
<td>source</td>
<td>a person, book, etc., that gives information</td>
<td>author, origin, text</td>
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<tr>
<td>structure</td>
<td>1. to plan, organize, or arrange the parts of something</td>
<td>format, framework, organization</td>
</tr>
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<td>2. the way that something is arranged or organized</td>
<td></td>
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<tr>
<td>sufficient</td>
<td>having or providing as much as is needed</td>
<td>enough, adequate, competent</td>
</tr>
<tr>
<td>summarize</td>
<td>expressing or covering the main points briefly</td>
<td>abstract, boil down, brief, digest, encapsulate, outline, recap, recapitulate, sum up, wrap up</td>
</tr>
<tr>
<td>support</td>
<td>evidence that serves to corroborate something</td>
<td>uphold, back, corroborate, help</td>
</tr>
<tr>
<td>syllables</td>
<td>1. any one of the parts into which a word is naturally divided when it is pronounced</td>
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<td>2. a unit of spoken language that consists of one or more vowel sounds alone or with one or more consonant sounds coming before or following</td>
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<td>symbol</td>
<td>anything used to represent something else, such as a sign or mark, a person, or an event</td>
<td>figure, image, representation</td>
</tr>
<tr>
<td>syntax</td>
<td>the way in which words are put together to form phrases, clauses, or sentences</td>
<td>order, structure system</td>
</tr>
<tr>
<td>synthesize</td>
<td>1. to make something by combining different things</td>
<td>incorporate, amalgamate, blend, unify</td>
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<tr>
<td></td>
<td>2. to combine things in order to make something new</td>
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<tr>
<td>technique</td>
<td>a way of performing a skillful activity, or the skill needed to do it</td>
<td>approach, means, tactic, procedure, facility</td>
</tr>
<tr>
<td>text features</td>
<td>all the components of a story or article that are not the main body of text including the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams</td>
<td></td>
</tr>
<tr>
<td>theme</td>
<td>underlying message or big idea of a talk, book, film, or other work</td>
<td>message, purpose, essence</td>
</tr>
<tr>
<td>tone</td>
<td>a quality, feeling, or attitude expressed by the words that someone uses in speaking or writing</td>
<td>manner, style, character, nature, vein, mode</td>
</tr>
<tr>
<td>topic</td>
<td>someone or something that people talk or write about</td>
<td>subject, matter, subject matter, content</td>
</tr>
<tr>
<td>transition</td>
<td>1. to shift from one thing to another smoothly and without interruption</td>
<td>change, segue, shift, pivot, continuation, juncture</td>
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<td></td>
<td>2. Words, phrases, clauses, or sentences used to connect ideas and move the reader or listener through a response</td>
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<td>analyze</td>
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<td>audience</td>
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<td>3</td>
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<td>author’s purpose</td>
<td>7</td>
<td>5</td>
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Clarification of the terms “Main idea,” “Central Idea,” and “Controlling Idea”

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**Notes** Controlling idea does not appear in this chart as it is not in the LAFS.
Confusing Words Anchor Charts

**Infer vs. Imply**

**Infer**
To form an opinion from evidence; to reach a conclusion based on known facts
**Synonyms:** derive, extrapolate

The listener infers.

**Imply**
To involve or indicate by inference, association, or necessary consequence
**Synonyms:** allude, hint, insinuate

The speaker does the implying.

**Coherent vs. Cohesive**

**Coherent**
Logical and well organized
**Synonyms:** rational, analytical

When sentences follow a logical order so that the reader can comprehend the text, the paper has coherence.

**Cohesive**
Naturally or logically connected; holding together
**Synonyms:** united, adhesive, tenacious

Cohesion is like glue. It sticks a sentence to another sentence and a paragraph to another paragraph.

**Strategy vs. Skill**

**Strategy**
A careful plan or method
**Synonyms:** game plan, system, scheme

The strategy would be the game plan; such as offense/defense formations.

**Skill**
The ability to use one’s knowledge effectively and readily in execution or performance
**Synonyms:** adeptness, craft, masterfulness

The functional ability needed to perform a task is the skill.
Topic vs. Theme

**Topic**
Someone or something that people talk or write about
*Synonyms: content, subject*

Laundry detergent is the topic.

**Theme**
Underlying message or big idea of a talk, book, film, or other work
*Synonyms: point at issue, proposition*

The theme would be how Tide relates to the other detergents.

Syntax vs. Diction

**Syntax**
The way in which linguistic elements (such as words) are put together to form constituents (such as phrases or clauses)

**Diction**
Vocal expression: enunciation
Writing: the words we choose to use

*Syntax refers to the arrangement of words and diction is the choice of words the author chooses to use.*

Evidence vs. Support

**Evidence**
Source-based information including facts, figures, and details used to support the writer of speaker’s main idea or claim
*Synonyms: proof, substantiation*

**Support**
To promote the interests or cause; evidence that serves to corroborate something
*Synonyms: assistance, abetment*
Edit vs. Revise

Edit
On a sentence level, addressing problems with spelling, punctuation, grammar, or word choice

Revise
Dealing with the text as a whole, addressing strengths and weaknesses, arguments, focus, support, evidence, voice, and mechanical issues

Complex vs. Difficult

Complex
Based on the kind of thinking, action, and/or knowledge that must be demonstrated to complete a task, answer a question, or address a problem

Complex Task:
Which president of the United States had the greatest impact on growth and development of our nation?

Difficult
Based on the amount of effort needed to complete a task, answer a question, or address a problem

Difficult or Hard Task:
List the presidents in order including the names of their Vice President and their political party.
Quantitative Dimension of Text Complexity
Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures

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Qualitative Dimension of Text Complexity

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<td>Level of Meaning (Literary or Purpose (Informational))</td>
<td>• Single meaning&lt;br&gt;• Explicitly stated</td>
<td>• Multiple levels of meaning&lt;br&gt;• Implied purpose</td>
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<td>Structure</td>
<td>• Simple&lt;br&gt;• Explicit&lt;br&gt;• Conventional&lt;br&gt;• Events related in chronological order&lt;br&gt;• Traits of a common genre or subgenre&lt;br&gt;• Simple graphics&lt;br&gt;• Graphic unnecessary or merely supplementary to understanding of text</td>
<td>• Complex&lt;br&gt;• Implied&lt;br&gt;• Unconventional&lt;br&gt;• Events out of chronological order&lt;br&gt;• Trait of a discipline rather than genre or subgenre&lt;br&gt;• Sophisticated Graphics&lt;br&gt;• Graphics essential to understanding text and provides additional information.</td>
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<td>Language</td>
<td>• Literal&lt;br&gt;• Clear&lt;br&gt;• Contemporary, familiar&lt;br&gt;• Conversational</td>
<td>• Figurative or ironic&lt;br&gt;• Ambiguous or purposefully misleading&lt;br&gt;• Archaic or unfamiliar&lt;br&gt;• General academic and domain-specific</td>
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<td>Knowledge Demands: Life Experiences (literary text)</td>
<td>• Simple theme&lt;br&gt;• Common, everyday experiences clearly fantastical situations&lt;br&gt;• Single perspective&lt;br&gt;• Perspective like one’s own</td>
<td>• Complex or sophisticated theme&lt;br&gt;• Multiple themes&lt;br&gt;• Experiences distinctly different from one’s own&lt;br&gt;• Multiple Perspectives&lt;br&gt;• Perspectives unlike or in opposition to one’s own</td>
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<td>• Everyday knowledge and familiarity with genre conventions required&lt;br&gt;• Low intertextuality</td>
<td>• Cultural and literary knowledge useful&lt;br&gt;• High intertextuality (many references/allusions to other texts)</td>
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<td>Knowledge Demands: Content/ Discipline Knowledge (chiefly informational texts)</td>
<td>• Everyday knowledge and familiarity with genre conventions required&lt;br&gt;• Low intertextuality (few if any references to/citations of other texts)</td>
<td>• Extensive, specialized discipline-specific content knowledge required&lt;br&gt;• High intertextuality (many references to/citations of other texts).</td>
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Adapted from Panhandle Library Access Network

Reader and Task Dimension of Text Complexity
1. Understanding the reader:
   - Mental processing – Does the reader have the attention, short term working memory, and critical/analytic skills to understand this material? Note that these capabilities can vary in a student from day to day, and even depend on the surroundings, time of day, the student’s fatigue or hunger level, and the distraction of personal concerns.
   - Reading skills – Beyond decoding, how skillful is the reader at inferring, predicting, visualizing and other comprehension skills?
   - Engagement and motivation – Is the topic or writing style engaging? Does the student have a purpose for reading beyond simply answering comprehension questions?
   - Prior knowledge and experience – Does full understanding of the material depend on prior knowledge of the topic or genre? Can connections be made to other learning or experiences? Does the student’s cultural background impact interpretation? For ELL students, also consider first language interference and exposure to English vocabulary.
   - Maturity and sensitivity – Does the material contain themes or details that are or beyond the understanding of or unsuitable for a reader of that age?

2. Understanding the task – What is the student being asked to do with the reading assignment? Is he or she to learn the content, analyze it, apply it, or simply to skim for specific information? At what level of complexity are the associated questions? For example, the challenge of reading a story to list the main characters differs greatly from reading the same story for the purpose of analyzing how the author conveys mood through his or her use of figurative language.

Adapted from CPALMS.org
## Content Complexity

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### Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects

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Cluster Progressions for Florida Standards

**Progression Charts** – Progression charts are designed to assist in standards-based lesson planning and instruction. The K12 Standard is reported at the top of each chart. Grade levels are represented vertically. Action, content, additional tasks, and text are to be read horizontally. In the row labeled action, the verb from the standard is indicated. The next row labeled content, states the initial task in the standard. If grade level standards require additional tasks in relation to the standard, they are specified in the row titled Additional tasks. If there is a grey box in this row under a specific grade level, no additional tasks are specified in the language of the standard. The last row for Reading Standards, labeled Text, notes the text demands specified in the grade level standard. The Reading Standards are the only ones with a text row. If two or more cells are merged together, the wording of the standard is consistent throughout those grades.

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<tr>
<td><strong>Action</strong></td>
<td>Identify (with prompting support)</td>
<td>Identify</td>
<td>Compare &amp; Contrast</td>
<td>Integrate</td>
<td>Compare &amp; Contrast</td>
<td>Integrate</td>
<td>Compare &amp; Contrast</td>
<td>Integrate</td>
<td>Analyze</td>
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<td><strong>Content</strong></td>
<td>Basic similarities and differences</td>
<td>most important points</td>
<td>most important key details presented</td>
<td>information</td>
<td>one author’s presentation of events</td>
<td>another</td>
<td>how authors differ in their interpretations of key information by emphasizing different evidence or advancing different interpretations of facts</td>
<td>conflicting texts</td>
<td>including how they address related themes and concepts</td>
<td>for their themes, purposes, and rhetorical features</td>
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<tr>
<td><strong>Additional tasks</strong></td>
<td>Does not apply</td>
<td>to write or speak about the subject knowledgeably</td>
<td>Identify where the texts disagree on matters of fact or interpretation</td>
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<td><strong>Text</strong></td>
<td>two texts on the same topic</td>
<td>two related texts</td>
<td>two or more texts on the same topic</td>
<td>two or more texts with conflicting information on the same topic</td>
<td>seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”)</td>
<td>17th, 18th, and 19th-century foundational U.S. documents of historical and literary significance including Declaration of Independence, Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address</td>
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### LAFS.RL.1.1 Progression: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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<td>Cite</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>questions about key details</td>
<td>questions about key details</td>
<td>questions to demonstrate understanding of a text</td>
<td>details and examples in a text</td>
<td>accurately from a text</td>
<td>textual evidence to support</td>
<td>several pieces of textual evidence to support</td>
<td>textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn</td>
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<tr>
<td><strong>Additional tasks</strong></td>
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<tr>
<td>Action</td>
<td>Retell (with prompting and support)</td>
<td>Retell</td>
<td>Recount</td>
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<tr>
<td>Content</td>
<td>familiar stories, including key details</td>
<td>stories, including key details</td>
<td>stories, including fables, folktales, and myths from diverse cultures</td>
<td>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</td>
<td>theme or central idea of a text and how it is conveyed through particular details</td>
<td>theme or central idea of a text and analyze its development over the course of the text</td>
<td>the theme or central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details</td>
<td>two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account</td>
<td></td>
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</tr>
<tr>
<td>Additional tasks</td>
<td>demonstrate understanding of their central message or lesson</td>
<td>determine their central message, lesson, or moral</td>
<td>determine the central message, lesson, or moral</td>
<td>explain how it is conveyed through key details in the text</td>
<td>summarize the text</td>
<td>provide a summary of the text distinct from personal opinions or judgments</td>
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</tbody>
</table>

Text

- text
### LAFS.RL.1.3 Progression: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
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<th>9-10</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Identify (with prompting and support)</td>
<td>Describe</td>
<td>Compare and contrast</td>
<td>Describe</td>
<td>Analyze</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>characters, settings, and major events in a story</td>
<td>characters, settings, and major events in a story, using key details</td>
<td>characters in a story</td>
<td>in depth a character, setting, or event in a story or drama, drawing on specific details in the text</td>
<td>two or more characters, settings, or events in a story or drama, drawing on specific details in the text</td>
<td>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</td>
<td>particular elements of a story or drama interact</td>
<td>particular lines of a dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</td>
<td>complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</td>
<td>impact of the author’s choices regarding how to develop</td>
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<tr>
<td>Additional tasks</td>
<td>explain how their actions contribute to the sequence of events</td>
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<td></td>
<td>relate elements of a story or drama</td>
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</tbody>
</table>

### LAFS.RI.1.1 Progression: 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Ask &amp; Answer (with prompting and support)</td>
<td>Ask &amp; Answer</td>
<td>Refer</td>
<td>Quote</td>
<td>Cite</td>
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</tr>
<tr>
<td>Content</td>
<td>questions about key details</td>
<td>questions about key details</td>
<td>questions to demonstrate understanding of a text</td>
<td>details and examples in a text accurately from a text</td>
<td>textual evidence to support several pieces of textual evidence to support textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn</td>
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<tr>
<td>Additional tasks</td>
<td>refer explicitly to the text as the basis for the answer</td>
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<td></td>
<td>determining where the text leaves matters uncertain</td>
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</tbody>
</table>

Text

**text**
<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
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<th>11-12</th>
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</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td>Identify &amp; Retell (with prompting and support)</td>
<td>Identify</td>
<td>Determine &amp; Recount</td>
<td>Determine</td>
<td>Identify &amp; Retell</td>
<td>Identify</td>
<td>Determine &amp; Recount</td>
<td>Determine &amp; Recount</td>
<td>Identify &amp; Retell</td>
<td>Identify</td>
<td>Determine &amp; Recount</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>main topic and key details</td>
<td>main topic and focus of specific paragraphs within the text</td>
<td>main idea and key details</td>
<td>2 or more main ideas and key details</td>
<td>central idea and particular details</td>
<td>2 or more central ideas and supporting ideas</td>
<td>central idea and supporting ideas</td>
<td>central idea and specific details</td>
<td>2 or more central ideas</td>
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<tr>
<td><strong>Additional tasks</strong></td>
<td></td>
<td></td>
<td>explain how key details support the main idea</td>
<td>explain how key details support the main idea</td>
<td>determine how the central idea is conveyed through particular details</td>
<td>analyze the development of the central ideas over the course of the text</td>
<td>analyze the development of the central ideas over the course of the text</td>
<td>analyze the development of the central ideas over the course of the text</td>
<td>analyze the development of the central ideas over the course of the text</td>
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<tr>
<td><strong>Text</strong></td>
<td>text</td>
<td>multi-paragraph text</td>
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<tr>
<td>Action</td>
<td>Describe (with prompting and support)</td>
<td>Describe</td>
<td>Explain</td>
<td>Analyze</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Content</td>
<td>connection between two individuals, events, ideas, or pieces of information</td>
<td>connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures</td>
<td>relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures</td>
<td>events, procedures, ideas, or concepts in a historical, scientific, or technical text including what happened and why, based on specific information in the text</td>
<td>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</td>
<td>in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</td>
<td>interactions between individuals, events, and ideas in a text</td>
<td>how a text makes connections among and distinctions between individuals, ideas, or events</td>
<td>how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</td>
<td>a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text</td>
<td></td>
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<tr>
<td>Additional tasks</td>
<td></td>
<td></td>
<td></td>
<td>using language that pertains to time, sequence, and cause/effect</td>
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</table>
## LAFS.RL.2.4 Progression: 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
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<th>5</th>
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<th>7</th>
<th>8</th>
<th>9-10</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td>Ask and answer (with prompting and support)</td>
<td>Identify</td>
<td>Describe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Determine</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>questions about unknown words in a text</td>
<td>words or phrases that suggest feelings or appeal to the senses</td>
<td>how words and phrases supply rhythm and meaning</td>
<td>meaning of words and phrases as they are used in a text</td>
<td>meaning of words and phrases as they are used in a text including those that allude to significant characters found in mythology</td>
<td>meaning of words and phrases as they are used, including figurative and connotative meanings</td>
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<tr>
<td><strong>Additional tasks</strong></td>
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</tr>
<tr>
<td><strong>Text</strong></td>
<td>text</td>
<td>stories or poems</td>
<td>story, poem, or song</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>text</td>
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</table>
### RL.2.5 Progression: 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Action</th>
<th>Content</th>
<th>Additional tasks</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Recognize</td>
<td>common types of texts</td>
<td>describe how each successive part builds on earlier sections</td>
<td>unspecified</td>
</tr>
<tr>
<td>1</td>
<td>Explain</td>
<td>major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types</td>
<td>refer to the structural elements of poems and drama when writing or speaking about a text</td>
<td>story</td>
</tr>
<tr>
<td>2</td>
<td>Describe</td>
<td>the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</td>
<td>major differences between poems, drama, and prose</td>
<td>text</td>
</tr>
<tr>
<td>3</td>
<td>Use</td>
<td>terms such as chapter, scene, and stanza to refer to parts of stories, dramas, and poems when writing or speaking</td>
<td>how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem</td>
<td>story drama or poem</td>
</tr>
<tr>
<td>4</td>
<td>Explain</td>
<td>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</td>
<td>how a drama’s or poem’s form or structure contributes to its meaning</td>
<td>text</td>
</tr>
<tr>
<td>5</td>
<td>Analyze</td>
<td></td>
<td>how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise</td>
<td>drama or form</td>
</tr>
<tr>
<td>6</td>
<td>Compare and Contrast</td>
<td></td>
<td>how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact</td>
<td>2 or more texts</td>
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<tr>
<td>7</td>
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<td>text</td>
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</tr>
<tr>
<td><strong>Action</strong></td>
<td>Identify (with prompting and support)</td>
<td>Identify</td>
<td>Acknowledge</td>
<td>Distinguish</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>the author and illustrator of a story and define the role of each in telling the story</td>
<td>who is telling the story at various points in a text</td>
<td>differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</td>
<td>their own point of view from that of the narrator or those of the characters</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>story</td>
<td>text</td>
<td>unspecified</td>
<td>different stories</td>
</tr>
</tbody>
</table>
### LAFS.RI.2.4 Progression: 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.

<table>
<thead>
<tr>
<th>Grade</th>
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<th>9-10</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td>Ask and answer (with prompting and support)</td>
<td>Determine or clarify</td>
<td>Determine</td>
<td>Determine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Determine</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>questions about unknown words in a text</td>
<td>meaning of words and phrases in a text by asking and answering questions</td>
<td>meaning of words and phrases in a text relevant to a grade 2 topic or subject area</td>
<td>meaning of general academic and domain-specific words and phrases in a text relevant to a grade (3,4,5) topic or subject area</td>
<td></td>
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<td></td>
<td></td>
<td>meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</td>
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<tr>
<td><strong>Additional tasks</strong></td>
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<td><strong>Text</strong></td>
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</table>

- Analyze the impact of a specific word choice on meaning and tone
- Analyze the cumulative impact of specific word choices on meaning and tone
- Analyze how an author uses and refines the meaning of a key term or terms over the course of a text
<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
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<th>9-10</th>
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</thead>
<tbody>
<tr>
<td>Action</td>
<td>Identify</td>
<td>Locate</td>
<td>Describe</td>
<td>Compare and contrast</td>
<td>Analyze</td>
<td>Analyze in detail</td>
<td>Analyze and evaluate</td>
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<tr>
<td>Content</td>
<td>the front cover, back cover, and title page</td>
<td>key facts or information in a text efficiently</td>
<td>information relevant to a given topic efficiently</td>
<td>the overall structure of events, ideas, concepts, or information</td>
<td>how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas</td>
<td>the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</td>
<td>the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept</td>
<td>how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</td>
<td>the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging</td>
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</tr>
<tr>
<td>Additional tasks</td>
<td>know and use various text features</td>
<td>know and use various text features</td>
<td>using text features and search tools</td>
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<tr>
<td>Text</td>
<td>book</td>
<td>text</td>
<td>unspecified</td>
<td>text or part of a text</td>
<td>in two or more texts</td>
<td>text</td>
<td>unspecified</td>
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<td>Grade</td>
<td>Action</td>
<td>Text</td>
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<tr>
<td>K</td>
<td>Identify (with prompting and support)</td>
<td>text</td>
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<tr>
<td>1</td>
<td>Distinguish</td>
<td>1st hand and 2nd hand account of the same event or topic</td>
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<tr>
<td>2</td>
<td>Identify</td>
<td>multiple accounts of the same event or topic</td>
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<td>3</td>
<td>Distinguish</td>
<td>1st hand and 2nd hand account of the same event or topic</td>
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<tr>
<td>4</td>
<td>Compare and contrast</td>
<td>important similarities and differences in the point of view they represent from that of others</td>
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<td>5</td>
<td>Analyze and note</td>
<td>analyze how the author distinguishes his or her position from that of others</td>
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<td>6</td>
<td>Determine</td>
<td>analyze how the author uses rhetoric to advance that point of view or purpose</td>
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<td>9-10</td>
<td>11-12</td>
<td>an author’s point of view or purpose in a text in which the rhetoric is particularly effective</td>
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**LA.FS.RI.2.6 Progression: Assess how point of view or purpose shapes the content and style of a text.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content</th>
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<tbody>
<tr>
<td>K</td>
<td>the author and illustrator of a text</td>
</tr>
<tr>
<td>1</td>
<td>between information provided by pictures or other illustrations and information provided by the words</td>
</tr>
<tr>
<td>2</td>
<td>the main purpose, including what the author wants to answer, explain, or describe</td>
</tr>
<tr>
<td>3</td>
<td>their own point of view from that of the author</td>
</tr>
<tr>
<td>4</td>
<td>1st hand and 2nd hand account of the same event or topic</td>
</tr>
<tr>
<td>5</td>
<td>Important similarities and differences in the point of view they represent</td>
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<td>6</td>
<td>Determine</td>
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<td>8</td>
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<tr>
<td>9-10</td>
<td>11-12</td>
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</table>

**Additional tasks:**
- Define the role of each in presenting the ideas or information
- Describe the differences in focus and information provided
- Explain how it is conveyed in the text
- Analyze how the author distinguishes his or her position from that of others
- Analyze how the author acknowledges and responds to conflicting evidence or viewpoints
- Analyze how an author uses rhetoric to advance that point of view or purpose
- Analyzing how style and content contribute to the power, persuasiveness, or beauty of the text
# Reading Standards Cluster 3 Progression

**LAFS.RL.3.7 Progression:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Action</th>
<th>Content</th>
<th>Additional tasks</th>
<th>Text</th>
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<tbody>
<tr>
<td>K</td>
<td>Describe (with prompting and support)</td>
<td>relationship between illustrations and the story in which they appear</td>
<td>to describe the story's characters, setting, or events</td>
<td>print or digital texts (story)</td>
</tr>
<tr>
<td>1</td>
<td>Use</td>
<td>illustrations and details in a story</td>
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<td>story</td>
</tr>
<tr>
<td>2</td>
<td>Explain</td>
<td>information</td>
<td></td>
<td>story or drama and a visual or oral presentation of that same text</td>
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<tr>
<td>3</td>
<td>Make</td>
<td>connections between the text of a story or drama and a visual or oral presentation of the text</td>
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<td>text with visual and multimedia elements</td>
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<td>4</td>
<td>Analyze</td>
<td>how visual and multimedia elements contribute to the meaning, tone, or beauty of a text</td>
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<td>story, drama, or poem and an audio, video, or live version of that same text</td>
</tr>
<tr>
<td>5</td>
<td>Compare and Contrast</td>
<td>the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version</td>
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<td>written story, drama, or poem and an audio, filmed, staged, or multimedia version of that same text</td>
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<td>6</td>
<td></td>
<td>extent to which a filmed or live production of a story or drama stays faithful or departs from the text or script</td>
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<td>written story or drama and a live or filmed production of that same text</td>
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<td>7</td>
<td></td>
<td>representation of a subject or key scene in two different artistic mediums include what is emphasized or absent in each treatment</td>
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<td>two different representations in different mediums of the same subject or key scene</td>
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<td>8</td>
<td></td>
<td>multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry)</td>
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<td>multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry)</td>
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<td>Note: Include at least one play by Shakespeare and one play by an American dramatist</td>
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<td>11-12</td>
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<td>Grade</td>
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<tr>
<td>Action</td>
<td>Compare and Contrast (with prompting and support)</td>
<td>Compare and Contrast</td>
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<tr>
<td>Content</td>
<td>adventures and experiences of characters in familiar stories</td>
<td>two or more versions of the same story by different authors or from different cultures</td>
<td>themes, settings, and plots</td>
<td>treatment of similar themes and patterns of events</td>
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<td>Additional tasks</td>
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<tr>
<td>Text</td>
<td>familiar stories</td>
<td>two or more versions of the same story by different authors or from different cultures</td>
<td>stories written by the same author about the same or similar characters</td>
<td>stories, myths, and traditional literature from different cultures</td>
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<tr>
<td>Action</td>
<td>Describe (with prompting and support)</td>
<td>Use</td>
<td>Explain</td>
<td>Use</td>
</tr>
<tr>
<td>Content</td>
<td>relationship between illustrations and the text in which they appear</td>
<td>illustrations and details</td>
<td>how specific images contribute to and clarify</td>
<td>information gained from illustrations and the words in a text</td>
</tr>
<tr>
<td>Additional tasks</td>
<td>to describe key ideas</td>
<td>to demonstrate understanding of the text</td>
<td>explain how the information contributes to understanding of the text</td>
<td>demonstrate ability to locate an answer to a question quickly or to solve a problem efficiently</td>
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<td>Text</td>
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**RI.3.8 Progression: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

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<th>Grade</th>
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<th>9-10</th>
<th>11-12</th>
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</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td>Identify (with prompting and support)</td>
<td>Identify</td>
<td>Describe</td>
<td>Explain</td>
<td>Trace &amp; Evaluate</td>
<td>Delineate &amp; Evaluate</td>
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<tr>
<td><strong>Content</strong></td>
<td>reasons an author gives to support points</td>
<td>how an author uses reasons to support specific points</td>
<td>logical connection between particular sentences and paragraphs</td>
<td>author uses reasons and evidence to support particular points</td>
<td>Argument/ specific claims</td>
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<tr>
<td><strong>Additional tasks</strong></td>
<td>identify which reasons and evidence support which points</td>
<td>distinguish which claims are supported by reasons and evidence from those that are not</td>
<td>assess whether reasoning is sound and evidence is relevant and sufficient to support the claim</td>
<td>assess whether reasoning is sound and evidence is relevant and sufficient; recognize irrelevant evidence</td>
<td>assess whether reasoning is valid and evidence is relevant and sufficient; identify false statements and fallacious reasoning</td>
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<td><strong>Text</strong></td>
<td>text</td>
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<td>seminal U.S. texts</td>
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<tr>
<td><strong>Action</strong></td>
<td>Identify (with prompting support)</td>
<td>Identify</td>
<td>Compare &amp; Contrast</td>
<td>Integrate</td>
<td>Compare &amp; Contrast</td>
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<td></td>
<td></td>
<td>Analyze</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>basic similarities and differences</td>
<td>most important points</td>
<td>most important points and key details presented</td>
<td>information</td>
<td>one author’s presentation of events with that of another</td>
<td>how authors shape presentations of key information by emphasizing different evidence or advancing different interpretations of facts</td>
<td>conflicting texts on the same topic</td>
<td>including how they address related themes and concepts</td>
<td>for their themes, purposes, and rhetorical features</td>
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<tr>
<td><strong>Additional tasks</strong></td>
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<tr>
<td><strong>Text</strong></td>
<td>two texts on the same topic</td>
<td>several texts on the same topic</td>
<td>two related texts</td>
<td>texts by two or more authors writing about the same topic</td>
<td>two or more texts with conflicting information on the same topic</td>
<td>seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”)</td>
<td>17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address)</td>
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### RL.4.10 Progression: Read and comprehend complex literary and informational texts independently and proficiently.

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<tr>
<th>Grade</th>
<th>Action</th>
<th>Text</th>
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<tbody>
<tr>
<td>K</td>
<td>Actively engage</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<tr>
<td>1</td>
<td>Read (with prompting and support)</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>3</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>4</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>5</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>6</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>7</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>8</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>9</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>10</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>11</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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<td>12</td>
<td>prose and poetry, stories and poetry, literature, including stories, dramas, and poetry</td>
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### Action Progression:

- **By the end of the year, read and comprehend**

### Complexity Band:

- **grades 2-3**
- **grades 4-5**
- **grades 6-8**
- **grades 9-10**
- **grades 11-12**
## Writing Standards Cluster 1 Progression

### Cluster Progression for Writing Standards

| W.1.1 Progression: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 | 11-12 |
| Action | Compose | Write | | | | | | | | | |
| Content | opinion pieces using a combination of drawing, dictating and writing | opinion pieces on topics or texts, supporting a point of view with reasons and information | arguments to support claims with clear reasons and relevant evidence | | | | | | arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence |
| | introduce the topic or the name of the book they are writing about | introduce claim(s) and organize the reasons and evidence logically | introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence |
| Additional tasks | Supply a reason for the opinion | supply reasons that support the opinion | provide reasons that are supported by facts and details | support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text | support relevant claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text | develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns |
| | use linking words and phrases to connect opinion and reasons | use linking words and phrases to connect opinions and reasons | link opinion and reasons using words, phrases, and clauses | use words, phrases and clauses to clarify the relationship among claim(s) and reasons | use words, phrases and clauses to create cohesion and clarify the relationship among claim(s), reasons, and evidence | use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and |
| | | | | | | | | | | | |
### W.1.1 Progression: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

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<td>reasons, between reasons and evidence, and between claim(s) and counterclaims</td>
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<td>provide some sense of closure</td>
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<td>provide a concluding statement or section</td>
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<td>that follows from and supports the argument presented</td>
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<td>establish and maintain a formal style</td>
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<td>and objective tone while attending to the norms and conventions of the discipline in which they are writing</td>
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<td>Content</td>
<td>informative/explanatory texts using a combination of drawing, dictating, and writing</td>
<td>informative/explanatory texts to examine a topic and convey ideas and information clearly</td>
<td>informative/explanatory texts to examine and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content</td>
<td>informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</td>
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<td>Additional tasks</td>
<td>name what they are writing about</td>
<td>name a topic</td>
<td>introduce a topic</td>
<td>introduce a topic clearly and group related information together; include illustrations when useful to aiding comprehension</td>
<td>introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension</td>
<td>introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension</td>
<td>introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension</td>
<td>introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension</td>
<td>introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension</td>
<td>introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension</td>
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<td></td>
<td>supply some information about the topic</td>
<td>supply some facts about the topic</td>
<td>use facts and definitions to develop points</td>
<td>develop the topic with facts, definitions, and details</td>
<td>develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</td>
<td>develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</td>
<td>develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</td>
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**W.1.2 Progression: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content**

- **K**: Use linking words and phrases to connect ideas within categories of information.
- **1**: Link ideas within categories of information using words and phrases.
- **2**: Link ideas within categories of information using words, phrases, and clauses.
- **3**: Use appropriate transitions to clarify the relationships among ideas and concepts.
- **4**: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- **5**: Use appropriate and varied transitions to create cohesion, and clarify the relationships among ideas and concepts.
- **6**: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **7**: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **8**: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **9-10**: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **11-12**: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- **K**: Establish and maintain a formal style.
- **1**: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **2**: Provide some sense of closure.
- **3**: Provide a concluding statement or section.
- **4**: Provide a concluding statement or section related to the information or explanation presented.
- **5**: Provide a concluding statement or section that follows from the information or explanation presented.
- **6**: Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<td><strong>Action</strong></td>
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<tr>
<td>K</td>
<td>a single event or several loosely linked event using a combination of drawing, dictating, and writing</td>
<td>narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened</td>
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<tr>
<td><strong>Content</strong></td>
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<tr>
<td>K</td>
<td>tell about the events in the order in which they occurred</td>
<td>use temporal words to signal event order</td>
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<tr>
<td>1</td>
<td>use temporal words to signal event order</td>
<td>use a variety of transitional words and phrases to convey sequence and signal shifts from one time frame or setting to another</td>
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<tr>
<td>provide a reaction to what happened</td>
<td>provide some sense of closure</td>
<td>provide a sense of closure</td>
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## Writing Standards Cluster 2 Progression

### W.2.4 Progression: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<td>Produce (with guidance and support)</td>
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<td>clear and coherent writing in which the development and organization are appropriate to task and purpose</td>
<td>clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</td>
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### W.2.5 Progression: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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<td>Develop (with guidance and support from adults and peers)</td>
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<td>topic</td>
<td>writing</td>
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<td><strong>Additional tasks</strong></td>
<td>respond to questions and suggestions from peers</td>
<td>strengthen writing as needed by revising and editing</td>
<td>develop and strengthen writing as needed by planning, revising, and editing</td>
<td>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</td>
<td>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</td>
<td>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</td>
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### W.2.6 Progression: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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<td>Explore (with guidance and support from adults)</td>
<td>Produce (clear and coherent)</td>
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<td><strong>Content</strong></td>
<td>a variety of digital tools to produce and publish writing, including in collaboration with peers</td>
<td>writing in which the development and organization are appropriate to task and purpose</td>
<td>writing in which the development, organization, and style are appropriate to task, purpose, and audience</td>
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## W.3.7 Progression: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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<tr>
<td>Content</td>
<td>in shared research and writing projects</td>
<td>short research projects that use several sources to build knowledge about a topic</td>
<td>short research projects to answer a question, drawing on several sources</td>
<td>short research projects to answer a question (including a self-generated question), drawing on several sources</td>
<td>short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</td>
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<td>Additional tasks</td>
<td>refocusing the inquiry when appropriate</td>
<td>generating additional related, focused questions for further research and investigation</td>
<td>generating additional related, focused questions that allow for multiple avenues of exploration</td>
<td>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</td>
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## W.3.8 Progression: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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<td>Action</td>
<td>Recall (with guidance and support)</td>
<td>Recall</td>
<td>Gather</td>
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<tr>
<td>Content</td>
<td>information from experiences or gather information from provided sources to answer a question</td>
<td>relevant information from multiple authoritative print and digital sources</td>
<td>relevant information from multiple authoritative print and digital sources</td>
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<td>Additional tasks</td>
<td>take brief notes on sources and sort evidence into provided categories</td>
<td>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</td>
<td>using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</td>
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<td>take notes and categorize information in notes and finished work</td>
<td>using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</td>
<td>using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</td>
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### W.3.9 Progression: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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</table>

- **Grade K**: Apply grade-level Reading standards to literature.
- **Grade 1**: Apply grade-level Reading standards to informational texts.
- **Grade 2-5**: Apply grade-level Reading standards to literary nonfiction.

### Writing Standards Cluster 4 Progression

### W.4.10 Progression: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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<th>Grade</th>
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</table>

- **Grade K**: 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.
## Cluster Progression for Speaking and Listening Standards

### Speaking and Listening Standards Cluster 1 Progression

**SL.1.1 Progression:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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<th>Grade</th>
<th>K</th>
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</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td>Participate</td>
<td>Engage effectively</td>
<td>Initiate and participate effectively</td>
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<tr>
<td><strong>Content</strong></td>
<td>In collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups</td>
<td>In a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly</td>
<td>In a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</td>
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<td><strong>Additional tasks</strong></td>
<td>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</td>
<td>Come to discussions prepared, having read or studied material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</td>
<td>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</td>
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<td>Follow agreed-upon rules for discussions</td>
<td>Follow agreed-upon rules for discussions and carry out assigned roles</td>
<td>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed</td>
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<td>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</td>
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<td>Follow rules for collegial discussions and decision-making, set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and establish individual roles as needed</td>
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<td>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</td>
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<td>ask questions to clear up any confusion about the topics or texts under discussion</td>
<td>ask for clarification and further explanation as needed about the topics and texts under discussion</td>
<td>ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</td>
<td>pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and elaborate on the remarks of others</td>
<td>pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</td>
<td>pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</td>
<td>pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas</td>
<td>propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</td>
<td>propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</td>
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<td>build on others’ talk in conversation by responding to the comments of others through multiple exchanges</td>
<td>build on others’ talk in conversation by linking their comments to the remarks of others</td>
<td>explain their own ideas and understanding in light of the discussion</td>
<td>review the key ideas expressed and explain their own ideas and understanding in light of the discussion</td>
<td>review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</td>
<td>review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</td>
<td>acknowledge new information expressed by others and, when warranted, modify their own views</td>
<td>respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</td>
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<td>continue a conversation through multiple exchanges</td>
<td>build on others’ talk in conversation by responding to the comments of others through multiple exchanges</td>
<td>review the key ideas expressed and explain their own ideas and understanding in light of the discussion</td>
<td>review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</td>
<td>review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</td>
<td>acknowledge new information expressed by others and, when warranted, modify their own views in light of the evidence presented</td>
<td>respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</td>
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### SL.1.2 Progression: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Ask and answer</td>
<td>Recount or describe</td>
<td>Determine</td>
<td>Paraphrase</td>
<td>Summarize</td>
<td>Interpret</td>
<td>Analyze</td>
<td>Integrate</td>
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<tr>
<td>Content</td>
<td>questions about key details and requesting clarification if something is not understood</td>
<td>questions about key details in a text read aloud or information presented orally or through other media</td>
<td>key ideas or details from a text read aloud or information presented orally or through other media</td>
<td>the main ideas and supporting details of a text</td>
<td>portions of a text</td>
<td>information presented in diverse media and formats</td>
<td>the main ideas and supporting details presented in diverse media and formats</td>
<td>the purpose</td>
<td>multiple sources</td>
<td>multiple sources to make informed decisions and solve problems</td>
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<tr>
<td>Additional tasks</td>
<td>to confirm understanding of a text read aloud or information presented orally or through other media</td>
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### LAFS.SL.1.3 Progression: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

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<tbody>
<tr>
<td>Action</td>
<td>Ask and answer</td>
<td>Identify</td>
<td>Summarize</td>
<td>Delineate</td>
<td>Evaluate</td>
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<td>Content</td>
<td>questions in order to seek help, get information, or clarify something that is not understood</td>
<td>questions about what a speaker says in order to gather additional information or clarify something that is not understood</td>
<td>questions about how a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</td>
<td>the reasons and evidence a speaker provides to support particular points</td>
<td>a speaker’s argument and specific claims</td>
<td>a speaker’s point of view, reasoning, and use of evidence and rhetoric</td>
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101
**LAFS.SL.2.4 Progression: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td>Describe</td>
<td>Tell or recount</td>
<td>Report, tell, or recount</td>
<td>Report or present</td>
<td>Present</td>
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<tr>
<td><strong>Content</strong></td>
<td>familiar people, places, things, and events</td>
<td>people, places, things, and events with relevant details</td>
<td>a story or an experience with appropriate details</td>
<td>topic, text, story or experience</td>
<td>claims and findings</td>
<td>information, findings, and supporting evidence</td>
<td>sequencing ideas logically and using pertinent details, facts, and details to accentuate main ideas or themes</td>
<td>emphasizing salient points in a focused manner with pertinent evidence, facts, details, and examples</td>
<td>emphasizing salient points in a focused manner with relevant evidence, sound valid reasoning, and well-chosen details</td>
<td>conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and task</td>
<td></td>
</tr>
<tr>
<td><strong>Additional tasks</strong></td>
<td>with prompting and support</td>
<td>expressing ideas and feelings clearly</td>
<td>speaking audibly in coherent sentences</td>
<td>speak clearly at an understandable pace</td>
<td>use appropriate eye contact, adequate volume, and clear pronunciation</td>
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- with appropriate facts and relevant, descriptive details
- using appropriate facts and relevant, descriptive details to support the main ideas or themes
- in an organized manner
- or present an opinion, sequencing ideas logically

102
**LAFS.SL.2.5 Progression:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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<th>9-10</th>
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</thead>
<tbody>
<tr>
<td>Action</td>
<td>Add</td>
<td>Include</td>
<td>Integrate</td>
<td>Strategically use</td>
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<tr>
<td>Content</td>
<td>drawings or other visual displays</td>
<td>visual displays and engaging audio recordings when appropriate to</td>
<td>audio recordings and visual displays to presentations</td>
<td>multimedia components and visual displays in presentations</td>
<td>multimedia and visual displays into presentations</td>
<td>digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</td>
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<tr>
<td>as desired to provide additional detail</td>
<td>when appropriate to clarify ideas, thoughts, and feelings</td>
<td>emphasize or enhance certain facts or details</td>
<td>enhance the development of main ideas or themes</td>
<td>to clarify information, strengthen claims and evidence, and add interest</td>
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<tr>
<td>Additional tasks</td>
<td>demonstrate fluid reading at an understandable pace</td>
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**LAFS.SL.2.6 Progression:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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</thead>
<tbody>
<tr>
<td>Action</td>
<td>Speak</td>
<td>Produce</td>
<td>Speak</td>
<td>Differentiate</td>
<td>Adapt</td>
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<tr>
<td>Content</td>
<td>audibly and express thoughts, feelings, and ideas clearly</td>
<td>complete sentences when appropriate to task and situation</td>
<td>complete sentences when appropriate to task and situation in order to provide requested detail or clarification</td>
<td>between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate</td>
<td>speech to a variety of contexts and tasks</td>
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<tr>
<td>Additional tasks</td>
<td>using formal English when appropriate to task and situation</td>
<td>demonstrating command of formal English when indicated or appropriate</td>
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Cluster Progression for Language Standards
Language Standards Cluster 1 Progression

**LAFS.K12.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Note: Given the organization and sweeping nature of L.1.1, we have organized it in terms of sentences, usage, handwriting skills, and the eight parts of speech. (While a few style guides have articles as a ninth part of speech, most reputable guides classify articles as adjectives, including the Chicago Manual of Style. In either case, articles are not specifically implicated in the standards that address adjectives.) Grey boxes appear for grade levels that do not specifically refer to the skill or knowledge. Please note, however, that once skills or knowledge are introduced, it is expected that students will continue to work towards mastery of them, even in grade levels where they are not enumerated.

### L.1.1 Grammar and Usage Progression—**Sentences** *Only appears in K-7 standards.*

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<tbody>
<tr>
<td>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</td>
<td>Produce, expand, and rearrange complete simple and compound sentences</td>
<td>Produce simple, compound, and complex sentences</td>
<td>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</td>
<td>Explain the function of phrases and clauses in general and in specific sentences</td>
<td>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</td>
<td>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</td>
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### L.1.1 Grammar and Usage Progression—**Usage** *Only appears in 4-12 standards.*

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</thead>
<tbody>
<tr>
<td>Correctly use frequently confused words</td>
<td>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language</td>
<td>Use parallel structure</td>
<td>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations</td>
<td>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references as needed</td>
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### L.1.1 Grammar and Usage Progression—**Handwriting** *Only appears in K-5 standards.*

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<th>6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print many upper- and lowercase letters</td>
<td>Print all upper- and lowercase letters</td>
<td>Demonstrate legible printing skills</td>
<td>Demonstrate beginning cursive writing</td>
<td>Demonstrate legible cursive writing skills</td>
<td>Demonstrate fluent and legible cursive writing skills</td>
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### L.1.1 Grammar and Usage Progression—**Nouns** *Only appears in K-3 standards.*

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<th>4-12</th>
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<tbody>
<tr>
<td>Use frequently occurring nouns</td>
<td>Use common, proper, and possessive nouns</td>
<td>Use collective nouns</td>
<td>Form and use regular and irregular plurals</td>
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<tr>
<td>Form regular plural nouns orally by adding /s/ or /es/</td>
<td>Use singular and plural nouns with matching verbs in basic sentences</td>
<td>Form and use frequently occurring irregular plurals</td>
<td>Use abstract nouns</td>
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<tr>
<td>Ensure subject-verb agreement</td>
<td>Explain the function of nouns in general and in particular sentences</td>
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</tbody>
</table>
### L.1.1 Grammar and Usage Progression—Pronouns *Only appears in K-6 standards.*

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</tr>
</thead>
<tbody>
<tr>
<td>Understand and use question words (interrogatives)</td>
<td>Use personal, possessive, and indefinite pronouns. Use determiners. Use reflexive pronouns.</td>
<td>Explain the function of pronouns in general and in particular sentences. Ensure pronoun-antecedent agreement.</td>
<td>Use relative pronouns.</td>
<td>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.</td>
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</tbody>
</table>

### L.1.1 Grammar and Usage Progression—Verbs *Only appears in K-8 standards.*

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<th>K</th>
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<th>6-7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use frequently occurring verbs</td>
<td>Use singular/plural nouns with matching verbs in basic sentences. Use verbs to convey a sense of past, present, and future. Form and use the past tense of frequently occurring irregular verbs. Form and use regular and irregular verbs. Form and use the simple verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Explain the function of verbs in general and in particular sentences.</td>
<td>Form and use the progressive verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.</td>
<td>Form and use the perfect verb tenses.</td>
<td>Explain the function of verbals in general and in specific sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.</td>
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</table>

### L.1.1 Grammar and Usage Progression—Adjectives and Adverbs *Only appears in K-4 standards.*

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<tbody>
<tr>
<td>Use frequently occurring adjectives</td>
<td>Use adjectives and adverbs, and choose between them depending on what is to be modified. Explain the function of adjectives and adverbs in general and in particular sentences. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
<td>Use relative adverbs. Order adjectives within sentences according to conventional patterns.</td>
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</tbody>
</table>

### L.1.1 Grammar and Usage Progression—Conjunctions, Prepositions and Interjections *Only appears in K-5 standards.*

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<tbody>
<tr>
<td>Conjunctions</td>
<td>Use frequently occurring conjunctions. Use coordinating and subordinating conjunctions. Use correlative conjunctions. Explain the function of conjunctions in general and in particular sentences.</td>
<td>Use correlative conjunctions. Explain the function of conjunctions in general and in particular sentences.</td>
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<tr>
<td>Preposition</td>
<td>Use the most frequently occurring prepositions. Use frequently occurring prepositions. Form and use prepositional phrases. Explain the function of prepositions in general and in particular sentences.</td>
<td>Form and use prepositional phrases. Explain the function of prepositions in general and in particular sentences.</td>
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</tbody>
</table>
Interjection

Explain the function of interjections in general in particular sentences

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### LAFS.K12.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

#### L.1.2 Capitalization, Punctuation and Spelling Progression

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<th>8</th>
<th>9-10</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capitalize</strong></td>
<td>1st word in a sentence and pronoun</td>
<td>dates and names of people</td>
<td>holidays, product names, and geographic names</td>
<td>appropriate words in titles</td>
<td>Correctly</td>
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<tr>
<td><strong>Punctuate</strong></td>
<td>(Recognize and name end punctuation)</td>
<td>with end punctuation for sentences</td>
<td>with commas in greetings and closings of letters</td>
<td>with commas and quotation marks to mark direct speech and quotations from a text</td>
<td>to separate items in a series</td>
<td>with commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements</td>
<td>with commas, ellipses, or dashes to indicate a pause or break</td>
<td>with a comma to separate coordinate adjectives</td>
<td>with semicolon to link two or more closely related independent clauses</td>
<td>observing rules for hyphens</td>
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<td>, , … --</td>
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</tr>
<tr>
<td><strong>Spell</strong></td>
<td>Write a letter(s) for most consonant and short-vowel sounds</td>
<td>write words phonetically</td>
<td>words with common spelling patterns and for frequently occurring irregular words using conventional spelling</td>
<td>Generalize learned spelling patterns when writing</td>
<td>consult reference materials to check and correct spelling</td>
<td>high-frequency/studied words</td>
<td>base words with suffixes</td>
<td>using spelling patterns and generalizations</td>
<td>consulting reference materials as needed to check and correct spellings</td>
<td>Grade-appropriate words correctly, consulting references as needed</td>
</tr>
</tbody>
</table>
## Language Standards Cluster 2 Progression

### L.2.3 Progression: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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<tr>
<th>Grade</th>
<th>K-1</th>
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<th>8</th>
<th>9-10</th>
<th>11-12</th>
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<tbody>
<tr>
<td>Action</td>
<td>Use</td>
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<td></td>
<td></td>
<td></td>
<td>Apply</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>knowledge of language and its conventions when writing, speaking, reading, or listening</td>
<td>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</td>
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<tr>
<td>Additional tasks</td>
<td>compare formal and informal uses of English</td>
<td>choose words and phrases to convey ideas precisely, recognize and observe differences between the conventions of spoken and written standard English, choose words and phrases that call for formal English and situations where informal discourse is appropriate</td>
<td>expand, combine, and reduce sentences for meaning, reader/listener interest, and style, vary sentence patterns for meaning, reader/listener interest, and style, choose language that expresses idea precisely and concisely, recognizing and eliminating wordiness and redundancy, use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects</td>
<td>use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading</td>
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- **Grade K-1:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **Grade 2-3:** 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.
- **Grades 4-8:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style, vary sentence patterns for meaning, reader/listener interest, and style, choose language that expresses idea precisely and concisely, recognizing and eliminating wordiness and redundancy, use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- **Grades 9-10:** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **Grades 11-12:** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects, vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
### Language Standards Cluster 3 Progression

**L.3.4 Progression:** 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
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<th>8</th>
<th>9-10</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td></td>
<td>Determine or clarify</td>
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<tr>
<td><strong>Content</strong></td>
<td></td>
<td>the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</td>
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<td>choosing flexibly from an array of strategies</td>
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</tr>
<tr>
<td><strong>Additional tasks</strong></td>
<td>identify new meanings for familiar words and apply them accurately</td>
<td>use sentence-level context as a clue to the meaning of a word or phrase</td>
<td>use context as a clue to the meaning of a word or phrase</td>
<td>use context as a clue to the meaning of a word or phrase</td>
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<td></td>
<td>use the most frequently occurring affixes as a clue to the meaning of an unknown word</td>
<td>use frequently occurring affixes as a clue to the meaning of a word</td>
<td>determine the meaning of the new word formed when a known prefix (2nd)/affix(3rd) is added to a known word</td>
<td>use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</td>
<td>identify and correctly use patterns of word changes that indicate different meanings or parts of speech</td>
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<td></td>
<td>identify frequently occurring root words and their inflectional forms</td>
<td>use a known root word as a clue to the meaning of an unknown word with the same root</td>
<td>consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</td>
<td>or its part of speech</td>
<td>or its etymology</td>
<td>or its standard usage</td>
<td>verify the preliminary determination of the meaning of a word or phrase</td>
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<td></td>
<td></td>
<td>use knowledge of the meaning of individual words to predict the meaning of compound words</td>
<td>use glossaries and beginning dictionaries, both print and digital, to determine or clarify the (precise 3rd) meaning of words and phrases</td>
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</table>
### L.3.5 Progression: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Action</th>
<th>Content</th>
<th>Additional tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Explore</td>
<td>word relationships and nuances in word meanings</td>
<td>sort common objects into categories to gain a sense of the concepts that categories represent</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>understanding of word relationships and nuances in word meanings</td>
<td>demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>understanding of figurative language, word relationships, and nuances in word meanings</td>
<td>define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>distinguish literal meanings of words and phrases in context</td>
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<tr>
<td>4</td>
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<td></td>
<td>explain the meaning of simple similes and metaphors in context</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td>interpret figurative language, including similes and metaphors, in context</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>interpret figures of speech (e.g., personification) in context</td>
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<td>7</td>
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<td></td>
<td>recognize and explain the meaning of common idioms, adages, and proverbs</td>
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<td>8</td>
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<td>distinguish among the connotations (associations) of words with similar denotations (definitions)</td>
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<td>9-10</td>
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<td></td>
<td>analyze nuances in the meaning of words with similar denotations</td>
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<td>11-12</td>
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</table>

- **With guidance and support from adults**
- **Demonstrate**

Identify real-life connections between words and their use

- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

Use the relationship between particular words to better understand each of the words

- Use the relationship between particular words to better understand each of the words

Distinguish shades of meaning among

- Verbs describing the same general action by acting out the meanings
- Verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings
- Closely related verbs and closely related adjectives
- Related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)
### L.3.6 Progression: 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.

<table>
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<tr>
<th>Grade</th>
<th>Action</th>
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<td>Use</td>
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<td>words and phrases acquired through conversations, reading and being read to, and responding to texts</td>
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<td>including using frequently occurring conjunctions to signal simple relationships</td>
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<td>including using adjectives and adverbs to describe</td>
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<td>including those that signal spatial and temporal relationships</td>
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<td>including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</td>
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<td>including those that signal contrast, addition, and other logical relationships</td>
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<td>accurately grade-appropriate conversational, general academic, and domain-specific words and phrases</td>
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<td>sufficient for reading, writing, speaking, and listening at the college and career readiness level</td>
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<td>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</td>
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<td>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</td>
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### ELA Achievement Level Descriptors

The ELA Achievement Level Descriptors are the product of a committee empaneled in 2015 by Florida Department of Education Testing Development Center (TDC), comprised of TDC staff, American Institutes for Research (AIR) staff and ELA educators. We have adapted the format to aid in instructional planning as the progressions noted can be used to aid in scaffolding content, tasks, and materials. [Click here for adapted file.](#) The original can be found [here](#).