



English
Language
Arts

Florida Standards Implementation Guide



FLORIDA DEPARTMENT OF
EDUCATION
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Florida Standards Implementation Guide

For English Language Arts

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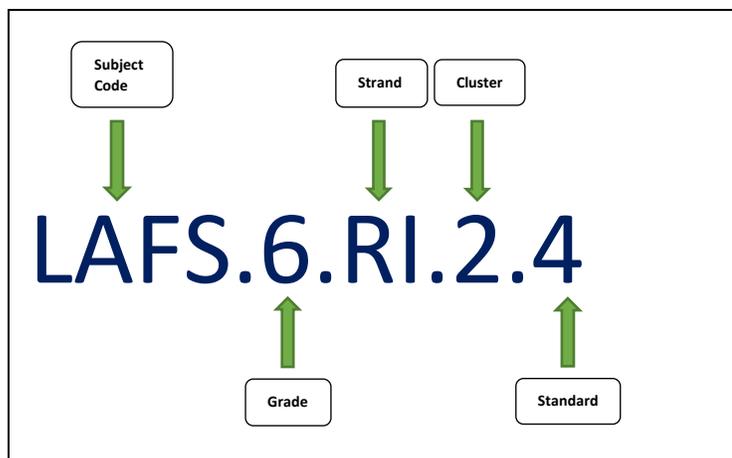
Cluster Progression for Language Standards

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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



Strands in Language Arts

- **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

KEY: Not in Strand  Elementary  Middle  High 

STRAND→	RL	RI	RF	W	SL	L	Introductory Standards
accuracy	5	5	1	7	9-10	K	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
affix			4			K	LAFS.4.RF.3.3, LAFS.K.L.3.4
analyze	6	5			7	9-10	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.RST.2.6, LAFS.7.SL.1.2, LAFS.910.L.3.4, LAFS.910.L.3.5
argument		6		6	6		LAFS.6.RI.3.8, LAFS.6.W.1.1, LAFS.6.W.3.9, LAFS.68.WHST.1.1, LAFS.6.SL.1.3
audience	8			3	9-10		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.2.4
author's purpose	7	5		4	8		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
bias				11-12			LAFS.1112.W.1.1, LAFS.1112.WHST.1.1
cause and effect		3		6		5	LAFS.3.RI.1.3, LAFS.3.RI.3.7, LAFS.3.RI.3.8, LAFS.6.W.1.2, LAFS.5.L.3.4
characters	K			3			LAFS.K.RL.1.3, LAFS.K.RL.3.9, LAFS.3.W.1.3
cite	6	6		7			LAFS.6.RL.1.1, LAFS.6.RI.1.1, LAFS.68.RH.1.1, LAFS.68.RST.1.1, LAFS.7.W.2.6
claim		6		6	5		LAFS.6.RI.3.8, LAFS.910.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
clarify		1		6	K	K	LAFS.1.RI.2.4, LAFS.6.W.1.1, LAFS.6.W.1.2, LAFS.68.WHST.1.1, LAFS.68.WHST.1.2, LAFS.K.SL.1.2, LAFS.K.SL.1.3, LAFS.K.L.3.4
coherent					2		LAFS.1112.RH.3.9, LAFS.1112.RST.3.9, LAFS.68.WHST.2.4, LAFS.2.SL.2.4

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.

Key	No standard for that grade level	Level 1: Recall	Level 2: Basic Application of Skills & Concepts	Level 3: Strategic Thinking & Complex Reasoning	Level 4: Extended Thinking & Complex Reasoning
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Reading Literature											
	K	1	2	3	4	5	6	7	8	9-10	11-12
RL.1.1	2	2	2	2	2	2	2	2	2	2	3
RL.1.2	2	2	3	2	3	3	2	3	3	3	3
RL.1.3	1	2	2	2	2	2	2	3	3	3	3

← Strand

← Grade Band

↑ Complexity Level

Shifts inherent in the Language Arts Florida Standards

Florida Standards Implementation Guide



English Language Arts

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.

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.

LAFS.K12.R.1.3 Analyze how individuals, events, and ideas develop and interact over the course of a text.		
Grade	Strand: Reading Standards for Literature	Strand: Reading Standards for Informational Text
11-12	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	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
9-10	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	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
8	LAFS.8.RL.1.3 Analyze how particular lines of a dialogue or incidents in a text advance the action, reveal aspects of a character, or provoke a decision. Complexity: 3	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

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

Reading Standards

Cluster 1: Key Ideas and Details

LAFS.K12.R.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade	Strand: Reading Literature	Strand: Reading Informational Text
11-12	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. Complexity: 3	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. Complexity: 3
9-10	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. Complexity: 2	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. Complexity: 2
8	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. Complexity: 2	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. Complexity: 2
7	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. Complexity: 2	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. Complexity: 2
6	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. Complexity: 2	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. Complexity: 2
5	LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Complexity: 2	LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Complexity: 2
4	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. Complexity: 2	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. Complexity: 2
3	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. Complexity: 2	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. Complexity: 2
2	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. Complexity: 2	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. Complexity: 2
1	LAFS.1.RL.1.1 Ask and answer questions about key details in a text. Complexity: 2	LAFS.1.RI.1.1 Ask and answer questions about key details in a text. Complexity: 2
K	LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text. Complexity: 2	LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text. Complexity: 2

LAFS.K12.R.1.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Grade	Strand: Reading Standards for Literature	Strand: Reading Standards for Informational Text
11-12	LAFS.1112.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account ; provide an objective summary of the text. Complexity: 3	LAFS.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis ; provide an objective summary of the text. Complexity: 3
9-10	LAFS.910.RL.1.2 Determine the theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details ; provide an objective summary of the text. Complexity: 3	LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details ; provide an objective summary of the text. Complexity: 2
8	LAFS.8.RL.1.2 Determine the theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text. Complexity: 3	LAFS.8.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text. Complexity: 2
7	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 objective summary of the text. Complexity: 3	LAFS.7.RI.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text ; provide an objective summary of the text. Complexity: 2
6	LAFS.6.RL.1.2 Determine the theme or central idea of a text and how it is conveyed through particular details ; provide a summary of the text distinct from personal opinions or judgments . Complexity: 2	LAFS.6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular details ; provide a summary of the text distinct from personal opinions or judgments . Complexity: 2
5	LAFS.5.RL.1.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text. Complexity: 3	LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Complexity: 2
4	LAFS.4.RL.1.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text . Complexity: 3	LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text . Complexity: 2
3	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 . Complexity: 2	LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea . Complexity: 2
2	LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures , and determine their central message, lesson, or moral. Complexity: 3	LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text . Complexity: 2
1	LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson . Complexity: 2	LAFS.1.RI.1.2 Identify the main topic and retell key details of a text. Complexity: 2
K	LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details. Complexity: 2	LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text. Complexity: 2

LAFS.K.12.R.1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Grade	Strand: Reading Standards for Literature	Strand: Reading Standards for Informational Text
11-12	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	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
9-10	LAFS.910.RL.1.3 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	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
8	LAFS.8.RL.1.3 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	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
7	LAFS.7.RL.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Complexity: 3	LAFS.7.RI.1.3 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: 2
6	LAFS.6.RL.1.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Complexity: 2	LAFS.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Complexity: 2
5	LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Complexity: 2	LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Complexity: 3
4	LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). Complexity: 2	LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Complexity: 3
3	LAFS.3.RL.1.3 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	LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Complexity: 3
2	LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges. Complexity: 2	LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Complexity: 3
1	LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details. Complexity: 2	LAFS.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. Complexity: 2
K	LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story. Complexity: 1	LAFS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Complexity: 3

Cluster 2: Craft and Structure

LAFS.K.12.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.		
Grade	Strand: Reading Standards for Literature	Strand: Reading Standards for Informational Text
11-12	LAFS.1112.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) Complexity: 3	LAFS.1112.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). Complexity: 3
9-10	LAFS.910.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Complexity: 3	LAFS.910.RI.2.4 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). Complexity: 3
8	LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Complexity: 3	LAFS.8.RI.2.4 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. Complexity: 2
7	LAFS.7.RL.2.4 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. Complexity: 3	LAFS.7.RI.2.4 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. Complexity: 2
6	LAFS.6.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Complexity: 3	LAFS.6.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Complexity: 2
5	LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Complexity: 2	LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Complexity: 2
4	LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). Complexity: 2	LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. Complexity: 2
3	LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Complexity: 2	LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Complexity: 2
2	LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Complexity: 2	LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Complexity: 2
1	LAFS.1.RL.2.4 Identify words or phrases in stories or poems that suggest feelings or appeal to the senses. Complexity: 2	LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Complexity: 2
K	LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text. Complexity: 2	LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text. Complexity: 2

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.

Grade	Strand: Reading Standards for Literature	Strand: Reading Standards for Informational Text
11-12	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	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
9-10	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	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
8	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	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
7	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	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
6	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	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: 3
5	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	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
4	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	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
3	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	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
2	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	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
1	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	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
K	LAFS.K.RL.2.5 Recognize common types of texts (e.g. storybooks, poems). Complexity: 1	LAFS.K.RI.2.5 Identify the front cover, back cover, and title page of a book. Complexity: 1

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

Grade	Strand: Reading Standards for Literature	Strand: Reading Standards for Informational Text
11-12	LAFS.1112.RL.2.6 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). Complexity: 3	LAFS.1112.RI.2.6 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. Complexity: 3
9-10	LAFS.910.RL.2.6 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. Complexity: 3	LAFS.910.RI.2.6 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. Complexity: 3
8	LAFS.8.RL.2.6 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. Complexity: 3	LAFS.8.RI.2.6 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. Complexity: 3
7	LAFS.7.RL.2.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. Complexity: 2	LAFS.7.RI.2.6 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. Complexity: 3
6	LAFS.6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text. Complexity: 2	LAFS.6.RI.2.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. Complexity: 3
5	LAFS.5.RL.2.6 Describe how a narrator’s or speaker’s point of view influences how events are described. Complexity: 2	LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Complexity: 3
4	LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations. Complexity: 3	LAFS.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Complexity: 3
3	LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters. Complexity: 3	LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text. Complexity: 2
2	LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Complexity: 2	LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Complexity: 2
1	LAFS.1.RL.2.6 Identify who is telling the story at various points in a text. Complexity: 2	LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Complexity: 1
K	LAFS.K.RL.2.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story. Complexity: 1	LAFS.K.RI.2.6 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. Complexity: 1

Cluster 3: Integrating Knowledge and Ideas

LAFS.K.12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words		
Grade	Strand: Reading Standards for Literature	Strand: Reading Standards for Informational Text
11-12	LAFS.1112.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) Complexity: 3	LAFS.1112.RI.3.7 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
9-10	LAFS.910.RL.3.7 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 <i>Landscape with the Fall of Icarus</i>). Complexity: 3	LAFS.910.RI.3.7 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
8	LAFS.8.RL.3.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. Complexity: 3	LAFS.8.RI.3.7 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
7	LAFS.7.RL.3.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). Complexity: 2	LAFS.7.RI.3.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Complexity: 2
6	LAFS.6.RL.3.7 Compare and contrast the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. Complexity: 3	LAFS.6.RI.3.7 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
5	LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Complexity: 3	LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Complexity: 2
4	LAFS.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. Complexity: 2	LAFS.4.RI.3.7 Interpret 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
3	LAFS.3.RL.3.7 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	LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Complexity: 2
2	LAFS.2.RL.3.7 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	LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Complexity: 2
1	LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events. Complexity: 2	LAFS.1.RI.3.7 Use illustrations and details in a text to describe its key ideas. Complexity: 2
K	LAFS.K.RL.3.7 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	LAFS.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). Complexity: 2

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 Literature	Strand: Reading Standards for Informational Text
11-12	<p>Note: There are no Reading Literature (RL) Standards for 3.8</p>	<p>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</p>
9-10		<p>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</p>
8		<p>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: 2</p>
7		<p>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</p>
6		<p>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</p>
5		<p>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</p>
4		<p>LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text. Complexity: 3</p>
3		<p>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</p>
2		<p>LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text. Complexity: 3</p>
1		<p>LAFS.1.RI.3.8 Identify the reasons an author gives to support points in a text. Complexity: 2</p>
K		<p>LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text. Complexity: 2</p>

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 Literature	Strand: Reading Standards for Informational Text
11-12	LAFS.1112.RL.3.9 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	LAFS.1112.RI.3.9 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
9-10	LAFS.910.RL.3.9 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	LAFS.910.RI.3.9 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: 2
8	LAFS.8.RL.3.9 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	LAFS.8.RI.3.9 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
7	LAFS.7.RL.3.9 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: 2	LAFS.7.RI.3.9 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
6	LAFS.6.RL.3.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. Complexity: 3	LAFS.6.RI.3.9 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: 3
5	LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Complexity: 2	LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Complexity: 2
4	LAFS.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Complexity: 3	LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Complexity: 3
3	LAFS.3.RL.3.9 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	LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. Complexity: 2
2	LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Complexity: 3	LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic. Complexity: 3
1	LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in familiar stories. Complexity: 3	LAFS.1.RI.3.9 Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Complexity: 3
K	LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Complexity: 3	LAFS.K.RI.3.9 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

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.		
Grade	Strand: Reading Literature	Strand: Reading Informational Text
11-12	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. Complexity: 2	LAFS.1112.RI.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. Complexity: 2
9-10	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. Complexity: 2	LAFS.910.RI.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. Complexity: 2
8	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. Complexity: 2	LAFS.8.RI.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. Complexity: 2
7	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. Complexity: 2	LAFS.7.RI.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. Complexity: 2
6	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. Complexity: 2	LAFS.6.RI.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. Complexity: 2
5	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. Complexity: 2	LAFS.5.RI.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. Complexity: 2
4	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. Complexity: 2	LAFS.4.RI.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. Complexity: 2
3	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. Complexity: 2	LAFS.3.RI.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. Complexity: 2
2	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. Complexity: 2	LAFS.2.RI.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. Complexity: 2
1	LAFS.1.RL.4.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. Complexity: 2	LAFS.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1. Complexity: 2
K	LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding. Complexity: 2	LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding. Complexity: 2

Writing Standards

Cluster 1: Text Types and Purposes

<p>LAFS.K12.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p>	
Grade	Strand: Writing
11-12	<p>LAFS.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p style="text-align: right;">Complexity: 4</p>
9-10	<p>LAFS.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p style="text-align: right;">Complexity: 4</p>
8	<p>LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support relevant claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p style="text-align: right;">Complexity: 3</p>
7	<p>LAFS.7.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

	<p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p style="text-align: right;">Complexity: 3</p>
6	<p>LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationship among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p style="text-align: right;">Complexity: 3</p>
5	<p>LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p style="text-align: right;">Complexity: 3</p>
4	<p>LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p style="text-align: right;">Complexity: 2</p>
3	<p>LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p style="text-align: right;">Complexity: 2</p>
2	<p>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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p style="text-align: right;">Complexity: 2</p>
1	<p>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.</p> <p style="text-align: right;">Complexity: 2</p>
K	<p>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., <i>My favorite book is...</i>).</p> <p style="text-align: right;">Complexity: 2</p>

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.

Grade	Strand: Writing
11-12	<p>LAFS.1112.W.1.2 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.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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). <p style="text-align: right;">Complexity: 4</p>
9-10	<p>LAFS.910.W.1.2 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.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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). <p style="text-align: right;">Complexity: 4</p>
8	<p>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.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p style="text-align: right;">Complexity: 4</p>
7	<p>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.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. Complexity: 4</p>
6	<p>LAFS.6.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.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented. Complexity: 4</p>
5	<p>LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented. Complexity: 2</p>
4	<p>LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented. Complexity: 3</p>
3	<p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section. Complexity: 3</p>
2	<p>LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Complexity: 3</p>
1	<p>LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Complexity: 2</p>
K	<p>LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Complexity: 2</p>

LAFS.K12.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade	Strand: Writing
11-12	<p>LAFS.1112.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Complexity: 3
9-10	<p>LAFS.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Complexity: 3
8	<p>LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. Complexity: 3
7	<p>LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. Complexity: 3

6	<p>LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. Complexity: 3</p>
5	<p>LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. Complexity: 3</p>
4	<p>LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. Complexity: 3</p>
3	<p>LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure. Complexity: 3</p>
2	<p>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</p>
1	<p>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</p>
K	<p>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</p>

Cluster 2: Production and Distribution of Writing

LAFS.K12.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Grade	Strand: Writing
11-12	LAFS.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.) Complexity: 3
9-10	LAFS.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.) Complexity: 3
8	LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.) Complexity: 3
7	LAFS.7.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.) Complexity: 3
6	LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.) Complexity: 2
5	LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.) Complexity: 3
4	LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience .(Grade-specific expectations for writing types are defined in standards 1-3 above.) Complexity: 2
3	LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Complexity: 3

Note: W.2.4 starts at 3rd grade.

LAFS.K12.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade	Strand: Writing
11-12	LAFS.1112.W.2.5 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. Complexity: 3
9-10	LAFS.910.W.2.5 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. Complexity: 3
8	LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Complexity: 2
7	LAFS.7.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Complexity: 2
6	LAFS.6.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Complexity: 3
5	LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Complexity: 3
4	LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Complexity: 3
3	LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Complexity: 3
2	LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Complexity: 3
1	LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Complexity: 3
K	LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Complexity: 3

LAFS.K12.W.2.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Grade	Strand: Writing
11-12	LAFS.1112.W.2.6 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. Complexity: 2
9-10	LAFS.910.W.2.6 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. Complexity: 3
8	LAFS.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. Complexity: 2
7	LAFS.7.W.2.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Complexity: 2
6	LAFS.6.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Complexity: 2
5	LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. Complexity: 2
4	LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet , to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. Complexity: 3
3	LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Complexity: 2
2	LAFS.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Complexity: 2
1	LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Complexity: 2
K	LAFS.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Complexity: 2

Cluster 3: Research to Build and Present Knowledge

LAFS.K.12.W.3.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Grade	Strand: Writing
11-12	LAFS.11.12.W.3.7 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. Complexity: 2
9-10	LAFS.9.10.W.3.7 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. Complexity: 4
8	LAFS.8.W.3.7 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. Complexity: 4
7	LAFS.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Complexity: 4
6	LAFS.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Complexity: 4
5	LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Complexity: 2
4	LAFS.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. Complexity: 4
3	LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic. Complexity: 4
2	LAFS.2.W.3.7 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). Complexity: 4
1	LAFS.1.W.3.7 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). Complexity: 4
K	LAFS.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Complexity: 4

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.

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

LAFS.K12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Grade	Strand: Writing
11-12	<p>LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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]”). Complexity: 3</p>
9-10	<p>LAFS.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p> <p>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”). Complexity: 3</p>
8	<p>LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”). Complexity: 3</p>
7	<p>LAFS.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”). Complexity: 3</p>
6	<p>LAFS.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”). Complexity: 3</p>
5	<p>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p> <p>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]”). Complexity: 3</p>
4	<p>LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>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”). Complexity: 3</p>

Note: W.3.9 starts at 4th grade.

Cluster 4: Range of Writing

LAFS.K12.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Grade	Strand: Writing
11-12	LAFS.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Complexity: 2
9-10	LAFS.910.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Complexity: 3
8	LAFS.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Complexity: 3
7	LAFS.7.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Complexity: 3
6	LAFS.6.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Complexity: 3
5	LAFS.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Complexity: 3
4	LAFS.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Complexity: 3
3	LAFS.3.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Complexity: 3

Note: W.4.10 starts at 3rd grade.

Speaking and Listening Standards

Cluster 1: Comprehension and Collaboration

LAFS.K12.SL.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grade	Speaking/Listening
11-12	<p>LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">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.Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.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.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. Complexity: 3
9-10	<p>LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">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.Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.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.Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Complexity: 3
8	<p>LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none">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.Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. Complexity: 3
7	<p>LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none">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.Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.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.Acknowledge new information expressed by others and, when warranted, modify their own views. Complexity: 3

6	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p style="text-align: right;">Complexity: 3</p>
5	<p>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.</p> <p>a. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>b. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p style="text-align: right;">Complexity: 3</p>
4	<p>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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p style="text-align: right;">Complexity: 3</p>
3	<p>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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p style="text-align: right;">Complexity: 3</p>
2	<p>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.</p> <p>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).</p> <p>b. Build on others’ talk in conversation by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p style="text-align: right;">Complexity: 3</p>
1	<p>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.</p> <p>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).</p> <p>b. Build on others’ talk in conversation by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics or texts under discussion.</p> <p style="text-align: right;">Complexity: 2</p>
K	<p>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.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p style="text-align: right;">Complexity: 2</p>

LAFS.K12.SL.1.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade	Speaking/Listening
11-12	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
9-10	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
8	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
7	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
6	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
5	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
4	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
3	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
2	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
1	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
K	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

LAFS.K12.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Grade	Speaking/Listening
11-12	LAFS.1112.SL.1.3 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
9-10	LAFS.910.SL.1.3 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
8	LAFS.8.SL.1.3 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
7	LAFS.7.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Complexity: 3
6	LAFS.6.SL.1.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Complexity: 3
5	LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Complexity: 2
4	LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points. Complexity: 3
3	LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Complexity: 2
2	LAFS.2.SL.1.3 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
1	LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Complexity: 2
K	LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Complexity: 2

Cluster 2: Presentation of Knowledge and Ideas

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.	
Grade	Speaking/Listening
11-12	LAFS.1112.SL.2.4 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. Complexity: 3
9-10	LAFS.910.SL.2.4 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. Complexity: 3
8	LAFS.8.SL.2.4 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. Complexity: 3
7	LAFS.7.SL.2.4 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. Complexity: 2
6	LAFS.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Complexity: 3
5	LAFS.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support the main ideas or themes; speak clearly at an understandable pace. Complexity: 2
4	LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner , using appropriate facts and relevant, descriptive details to support the main ideas or themes ; speak clearly at an understandable pace. Complexity: 3
3	LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Complexity: 2
2	LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Complexity: 2
1	LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Complexity: 2
K	LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Complexity: 2

LAFS.K12.SL.2.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Grade	Speaking/Listening
11-12	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. Complexity: 3
9-10	LAFS.910.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. Complexity: 3
8	LAFS.8.SL.2.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Complexity: 3
7	LAFS.7.SL.2.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. Complexity: 2
6	LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Complexity: 2
5	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. Complexity: 2
4	LAFS.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Complexity: 3
3	LAFS.3.SL.2.5 Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details. Complexity: 3
2	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. Complexity: 3
1	LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Complexity: 2
K	LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. Complexity: 3

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

Grade	Speaking/Listening
11-12	LAFS.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. Complexity: 2
9-10	LAFS.910.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Complexity: 2
8	LAFS.8.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Complexity: 2
7	LAFS.7.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Complexity: 2
6	LAFS.6.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Complexity: 2
5	LAFS.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. Complexity: 2
4	LAFS.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e. g., small group discussion); use formal English when appropriate to task and situation. Complexity: 2
3	LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Complexity: 1
2	LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Complexity: 1
1	LAFS.1.SL.2.6 Produce complete sentences when appropriate to task and situation. Complexity: 2
K	LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly. Complexity: 1

Language Standards

Cluster 1: Conventions of Standard English

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

	<p>d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>e. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</p> <p>f. Form and use prepositional phrases.</p> <p>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>h. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). Complexity: 2</p>
3	<p>LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Demonstrate beginning cursive writing.</p> <p>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>c. Form and use regular and irregular plural nouns.</p> <p>d. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>e. Form and use regular and irregular verbs.</p> <p>f. Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).</p> <p>g. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>i. Use coordinating and subordinating conjunctions.</p> <p>j. Produce simple, compound, and complex sentences. Complexity: 2</p>
2	<p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Demonstrate legible printing skills.</p> <p>b. Use collective nouns (e.g., <i>group</i>).</p> <p>c. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). Complexity: 2</p>
1	<p>LAFS.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g. <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., <i>articles, demonstratives</i>).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Complexity: 2</p>
K	<p>LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities. Complexity: 2</p>

LAFS.K12.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Grade	Language
11-12	<p>LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. <p style="text-align: right;">Complexity: 2</p>
9-10	<p>LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (with or without a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. <p style="text-align: right;">Complexity: 2</p>
8	<p>LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, ellipsis, dashes) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly <p style="text-align: right;">Complexity: 2</p>
7	<p>LAFS.7.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>). b. Spell correctly <p style="text-align: right;">Complexity: 2</p>
6	<p>LAFS.6.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. <p style="text-align: right;">Complexity: 2</p>
5	<p>LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. <p style="text-align: right;">Complexity: 1</p>
4	<p>LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. <p style="text-align: right;">Complexity: 1</p>

3	<p>LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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 (<i>e.g., sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (<i>e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p style="text-align: right;">Complexity: 1</p>
2	<p>LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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 (<i>e.g., cage → badge; boy → boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings <p style="text-align: right;">Complexity: 1</p>
1	<p>LAFS.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. <p style="text-align: right;">Complexity: 1</p>
K	<p>LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. <p style="text-align: right;">Complexity: 1</p>

Cluster 2: Knowledge of Language

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

Note: L.2.3 starts at 2nd grade.

Cluster 3: Vocabulary Acquisition and Use

LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grade	Language
11-12	<p>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.</p> <ol style="list-style-type: none"> Use context (<i>e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence</i>) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (<i>e.g., conceive, conception, conceivable</i>). Consult general and specialized reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), 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. Verify the preliminary determination of the meaning of a word or phrase (<i>e.g., by checking the inferred meaning in context or in a dictionary</i>) Complexity: 2
9-10	<p>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.</p> <ol style="list-style-type: none"> Use context (<i>e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence</i>) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (<i>e.g., analyze, analysis, analytical; advocate, advocacy</i>). Consult general and specialized reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), 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. Verify the preliminary determination of the meaning of a word or phrase (<i>e.g., by checking the inferred meaning in context or in a dictionary</i>) Complexity: 2
8	<p>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.</p> <ol style="list-style-type: none"> Use context (<i>e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence</i>) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (<i>e.g., precede, recede, secede</i>). Consult general and specialized reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (<i>e.g., by checking the inferred meaning in context or in a dictionary</i>) Complexity: 2
7	<p>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.</p> <ol style="list-style-type: none"> Use context (<i>e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence</i>) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (<i>e.g., belligerent, bellicose, rebel</i>). Consult general and specialized reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (<i>e.g., by checking the inferred meaning in context or in a dictionary</i>) Complexity: 2
6	<p>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.</p> <ol style="list-style-type: none"> Use context (<i>e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence</i>) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (<i>e.g., audience, auditory, audible</i>). Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	<p>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). Complexity: 2</p>
5	<p>LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Complexity: 2</p>
4	<p>LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., <i>definitions, examples, or restatements in text</i>) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Complexity: 2</p>
3	<p>LAFS.3.L.3.4 Determine 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases. Complexity: 2</p>
2	<p>LAFS.2.L.3.4 Determine 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases Complexity: 2</p>
1	<p>LAFS.1.L.3.4 Determine 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>) Complexity: 2</p>
K	<p>LAFS.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., <i>knowing duck is a bird and learning the verb to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. Complexity: 2</p>

LAFS.K12.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Grade	Language
11-12	<p>LAFS.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (<i>e.g., hyperbole, paradox</i>) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations. Complexity: 3</p>
9-10	<p>LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (<i>e.g., euphemism, oxymoron</i>) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations. Complexity: 3</p>
8	<p>LAFS.8.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (<i>e.g., verbal irony, puns</i>) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (<i>definitions</i>) (<i>e.g., bullheaded, willful, firm, persistent, resolute</i>) Complexity: 3</p>
7	<p>LAFS.7.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (<i>e.g., literary, biblical, and mythological allusions</i>) in context.</p> <p>b. Use the relationship between particular words (<i>e.g., synonym/antonym, analogy</i>) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (<i>definitions</i>) (<i>e.g., refined, respectful, polite, diplomatic, condescending</i>). Complexity: 3</p>
6	<p>LAFS.6.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (<i>e.g., personification</i>) in context.</p> <p>b. Use the relationship between particular words (<i>e.g., cause/effect, part/whole, item/category</i>) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (<i>e.g., stingy, scrimping, economical, unwasteful, thrifty</i>). Complexity: 3</p>
5	<p>LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (<i>e.g., synonyms, antonyms, homographs</i>) to better understand each of the words. Complexity: 3</p>
4	<p>LAFS.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (<i>e.g., as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Complexity: 3</p>
3	<p>LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish literal and nonliteral meanings of words and phrases in context (<i>e.g., take steps</i>).</p> <p>b. Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>). Complexity: 3</p>
2	<p>LAFS.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (<i>e.g., describe foods that are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (<i>e.g., toss, throw, hurl</i>) and closely related adjectives (<i>e.g., thin, slender, skinny, scrawny</i>). Complexity: 3</p>

1	<p>LAFS.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort common objects into categories (<i>e.g., colors, clothing</i>) to gain a sense of the concepts that categories represent. b. Define words by category and by one or more key attributes (<i>e.g., a duck is a bird that swims; a tiger is a large cat with stripes</i>). c. Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (<i>e.g., look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (<i>e.g., large, gigantic</i>) by defining or choosing them or by acting out the meanings. <p style="text-align: right;">Complexity: 2</p>
K	<p>LAFS.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort common objects into categories (<i>e.g., shapes, food</i>) 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 (<i>e.g., note places at school that are colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (<i>e.g., walk, march, strut, prance</i>) by acting out the meanings. <p style="text-align: right;">Complexity: 3</p>

LAFS.K12.L.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
Grade	Language
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., <i>however, although, nevertheless, similarly, moreover, in addition</i>). 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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered when discussing animal preservation</i>) 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., <i>After dinner that night we went looking for them</i>). 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., <i>When other kids are happy that makes me happy</i>). 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., <i>because</i>). 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

Grade	Cluster 1: Print Concepts
1	<p>LAFS.1.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (<i>e.g., first word, capitalization, ending punctuation</i>)</p> <p style="text-align: right;">Complexity: 1</p>
K	<p>LAFS.K.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p style="text-align: right;">Complexity: 1</p>

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

Cluster 2: Phonological Awareness

Grade	Cluster 2: Phonological Awareness
1	<p>LAFS.1.RF.2.2</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (<i>phonemes</i>), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (<i>phonemes</i>) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Complexity: 1</p>
K	<p>LAFS.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (<i>phonemes</i>).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (<i>phonemes</i>) in three-phoneme (<i>consonant-vowel-consonant, or CVC</i>) words. (<i>This does not include CVCs ending with /l/, /r/, or /x/.</i>)</p> <p>e. Add or substitute individual sounds (<i>phonemes</i>) in simple, one-syllable words to make new words. Complexity: 1</p>

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

Cluster 3: Phonics and Word Recognition

Grade	Cluster 3: Phonics and Word Recognition
5	<p>LAFS.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (<i>e.g., roots and affixes</i>) to read accurately unfamiliar multisyllabic words in context and out of context. Complexity: 1</p>
4	<p>LAFS.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (<i>e.g., roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context and out of context. Complexity: 1</p>
3	<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words. Complexity: 1</p>
2	<p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words. Complexity: 1</p>
1	<p>LAFS.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words. Complexity: 1</p>
K	<p>LAFS.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (<i>graphemes</i>) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (<i>e.g., the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Complexity: 1</p>

RF.3.3 are K-5 standards

Cluster 4: Fluency

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

Note: RF.4.4 are K-5 standards

Spiraled Content Area Reading Standards

Cluster 1: Key Ideas and Details

LAFS.K12.R.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade	Strand: Reading for Literacy in History/Social Studies 6–12	Strand: Reading for Literacy in Science and Technical Subjects 6-12
11-12	LAFS.1112.RH.1.1 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. Complexity: 2	LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. Complexity: 3
9-10	LAFS.910.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Complexity: 2	LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Complexity: 2
6-8	LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources. Complexity: 2	LAFS.68.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts. Complexity: 2

LAFS.K12.R.1.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
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.1.2 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. Complexity: 2	LAFS.1112.RST.1.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Complexity: 2
9-10	LAFS.910.RH.1.2 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. Complexity: 2	LAFS.910.RST.1.2 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. Complexity: 2
6-8	LAFS.68.RH.1.2 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. Complexity: 2	LAFS.68.RST.1.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. Complexity: 2

LAFS.K12.R.1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
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.1.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Complexity: 2	LAFS.1112.RST.1.3 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. Complexity: 3
9-10	LAFS.910.RH.1.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Complexity: 3	LAFS.910.RST.1.3 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. Complexity: 2

6-8	LAFS.68.RH.1.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). Complexity: 2	LAFS.68.RST.1.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Complexity: 2
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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.

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.2.4 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). Complexity: 2	LAFS.1112.RST.2.4 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. Complexity: 3
9-10	LAFS.910.RH.2.4 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. Complexity: 2	LAFS.910.RST.2.4 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. Complexity: 2
6-8	LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies . Complexity: 2	LAFS.68.RST.2.4 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 6–8 texts and topics. Complexity: 2

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.

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.2.5 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. Complexity: 3	LAFS.1112.RST.2.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. Complexity: 3
9-10	LAFS.910.RH.2.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. Complexity: 3	LAFS.910.RST.2.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). Complexity: 2
6-8	LAFS.68.RH.2.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). Complexity: 3	LAFS.68.RST.2.5 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. Complexity: 3

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

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.2.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. Complexity: 3	LAFS.1112.RST.2.6 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 . Complexity: 3
9-10	LAFS.910.RH.2.6 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	LAFS.910.RST.2.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question

	respective accounts. Complexity: 3	the author seeks to address. Complexity: 2
6-8	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 3: Integrating Knowledge and Ideas

LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.3.7 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. Complexity: 3	LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Complexity: 3
9-10	LAFS.910.RH.3.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Complexity: 3	LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. Complexity: 2
6-8	LAFS.68.RH.3.7 Distinguish among fact, opinion, and reasoned judgment in a text. Complexity: 2	LAFS.68.RST.3.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). Complexity: 3

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. Complexity: 3	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. Complexity: 3
9-10	LAFS.910.RH.3.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. Complexity: 3	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. Complexity: 2
6-8	LAFS.68.RH.3.8 Distinguish among fact, opinion, and reasoned judgment in a text. Complexity: 3	LAFS.68.RST.3.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. Complexity: 3

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. Complexity: 3	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. Complexity: 3

9-10	LAFS.910.RH.3.9 Compare and contrast treatments of the same topic in several primary and secondary sources. Complexity: 3	LAFS.910.RST.3.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. Complexity: 2
6-8	LAFS.68.RH.3.9 Analyze the relationship between a primary and secondary source on the same topic. Complexity: 3	LAFS.68.RST.3.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. 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.		
Grade	Strand: Reading for Literacy in History/Social Studies 6–12	Strand: Reading for Literacy in Science and Technical Subjects 6-12
11-12	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. Complexity: 2	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. Complexity: 2
9-10	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. Complexity: 2	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. Complexity: 2
6-8	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. Complexity: 2	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. Complexity: 2

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

Cluster 1: Text Types and Purposes

LAFS.K12.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	
Grade	Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
11-12	<p>LAFS.1112.WHST.1.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. Complexity: 4
9-10	<p>LAFS.910.WHST.1.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. Complexity: 4
6-8	<p>LAFS.68.WHST.1.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. Complexity: 3

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.

Grade	Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
11-12	<p>LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none">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	<p>LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none">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	<p>LAFS.68.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none">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

LAFS.K12.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Grade	Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
11-12	LAFS.1112.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Complexity: 3
9-10	LAFS.910.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Complexity: 3
6-8	LAFS.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Complexity: 3

LAFS.K12.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Grade	Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
11-12	LAFS.1112.WHST.2.5 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. Complexity: 3
9-10	LAFS.910.WHST.2.5 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. Complexity: 3
6-8	LAFS.68.WHST.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Complexity: 3

LAFS.K12.W.2.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Grade	Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
11-12	LAFS.1112.WHST.2.6 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. Complexity: 2
9-10	LAFS.910.WHST.2.6 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. Complexity: 2
6-8	LAFS.68.WHST.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Complexity: 2

Cluster 3: Research to Build and Present Knowledge

LAFS.K12.W.3.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade	Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
11-12	LAFS.1112.WHST.3.7 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. Complexity: 4
9-10	LAFS.910.WHST.3.7 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. Complexity: 4
6-8	LAFS.68.WHST.3.7 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. Complexity: 4

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.

Grade	Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
11-12	LAFS.1112.WHST.3.8 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. Complexity: 4
9-10	LAFS.910.WHST.3.8 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. Complexity: 4
6-8	LAFS.68.WHST.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Complexity: 3

LAFS.K12.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade	Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
11-12	LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research. Complexity: 3
9-10	LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research. Complexity: 3
6-8	LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research. Complexity: 3

Cluster 4: Range of Writing

LAFS.K12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade	Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
11-12	LAFS.1112.WHST.4.10 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. Complexity: 3
9-10	LAFS.910.WHST.4.10 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. Complexity: 3
6-8	LAFS.68.WHST.4.10 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. Complexity: 3

Appendix/Resources

Academic Vocabulary

Academic Vocabulary Glossary

Word	Definition	Synonyms
accuracy	1. freedom from mistake or error 2. conformity to truth or to a standard or model	correctness, exactness, precision, veracity
affix	a letter or group of letters added to the beginning or end of a word to change its meaning : a prefix or suffix	prefix, suffix,
analyze	to study or examine something in detail, in order to discover more about it	breakdown, deconstruct, dissect
argument	a coherent series of reasons, statements, or facts intended to support or establish a point of view	claim, dispute,
audience	the people who watch, read, or listen to something	readers, public, following, listenership, readership, viewership, followers
author's purpose	an author's purpose for writing a text: informational/expository: to convey information accurately and serve one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept argument/opinion: to present information in a reasoned, logical way demonstrating that the writer's opinion or claim is valid	writer's purpose, author's intent
bias	cause to feel or show inclination or prejudice for or against someone or something.	favor, subjectivity, one-sidedness, partiality, partisanship, prejudice
cause and effect	noting a relationship between actions or events such that one or more are the result of the other or others.	
character	one of the individuals in a work of fiction	role, part, person, individual
cite	1. to speak or write words taken from a particular writer or written work, giving credit to the original source 2. to refer specifically to a source	quote, reference, attribution, credit
claim	1. to say that something is true or is a fact, although you cannot prove it and other people might not believe it 2. a statement that something is true or is a fact, although other people might not believe it	assertion, argument
clarify	to make or become more easily understood	clear up, construe, explain, explicate, expound, get across, illuminate, simplify
coherent	1. logical and well-organized 2. easy to understand 3. able to talk or express yourself in a clear way that can be easily understood	logical, rational, reasonable, sensible, sound, valid, well-founded, well-grounded, clear, understandable
cohesive	1. naturally or logically connected 2. holding together	connected, close-knit, united
compare and contrast	to note what is similar and different about two or more things	
comprehend	to understand fully	apprehend, decipher, grasp, perceive
conclusion	1. to end something such as a speech, conversation, or piece of writing 2. to have a particular opinion about something after thinking carefully about it	closure, completion, consequence, denouement, development, ending, outcome, result
connotation/ connotative language	language that communicates a feeling or idea that is suggested by a word in addition to its basic meaning, or something suggested by an object or situation	overtone, significance, undertone, association, essence, hint, nuance, suggestion
context	1. the situation within which something exists or happens, and that can help explain it 2. the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning	background, situation, text, frame of reference

Word	Definition	Synonyms
conventions	commonly accepted rules of written English e.g., spelling, usage, punctuation, capitalization, and sentence formation	custom, rule, tradition, norm,
counterclaim	a claim made in reply to another claim and different from it	rebuttal, reply, counterargument
define	1. to say what the meaning of something, especially a word, is 2. to explain and describe the meaning and exact limits of something	lay down, prescribe, specify
delineate	1. to outline 2. to describe something completely, including details	trace, recount, relate
demonstrate	1. to show or make something clear 2. to show something and explain how it works	establish, prove, show, substantiate, validate
denotation	the meaning of a word or phrase, usually as defined by a dictionary	meaning, name, definition
describe	1. to say what someone or something is like 2. to make a movement that has a particular shape; to form a particular shape	delineate, depict, draw, paint, picture, portray, render, sketch, chart, chronicle, recount, report, tell
detail	1. a small part of something larger 2. the small parts of something 3. a particular fact or piece of information about something or someone	item, particular, point
develop	1. to bring out the possibilities of 2. to begin to exist or be present gradually 3. to create over time 4. to grow or cause to grow more mature, or more advanced	elaborate, evolve, unfold, open, evolve, progress, expand upon
distinguish	1. to notice or recognize a difference between people or things 2. to know the difference 3. to make someone or something different or special in some way 4. to see or hear someone or something clearly	differentiate, discern, discriminate, separate
domain-specific vocabulary	words specific to a field of study that help the reader understand a new concept	disciplinary vocabulary
elaborate	1. to give more details about something: to discuss something more fully using facts, statistics, examples, quotations, anecdotes, and reasons 2. to bring something, such as an idea or a plan to a more advanced or developed state	detailed, thorough, full
evaluate	to judge or calculate the quality, importance, amount, or value of something	appraise, assess, rate, value
evidence	source-based information including facts, figures, and details used to support the writer or speaker's main idea or claim	indication, proof, substantiation
explain	1. to make clear 2. to give the reasons for or cause of	clear up, demonstrate, explicate, expound, get across, simplify
explanatory	type of writing that conveys information accurately	informative
explicit	so clearly expressed as to leave no doubt about the meaning	clear-cut, definite, definitive, specific, unambiguous, unequivocal
figurative language	1. language expressing one thing in terms normally denoting another with which it may be regarded as analogous 2. language characterized by figures of speech	metaphor, allegory, emblem, symbolism, euphemism, nonliteral language
formal	1. following established form, custom, or rule 2. suitable for a proper occasion	accepted, decorous, genteel, polite, proper, respectable, conventional, orthodox
identify	to recognize or be able to name someone or something, or to prove who or what someone or something is	distinguish, pinpoint, single out, determine
idiom	a group of words whose meaning considered as a unit is different from the meanings of each word considered separately	expression, figure of speech

Word	Definition	Synonyms
illustration	1. a picture or diagram that explains or decorates 2. an example or instance used to make something clear	diagram, figure, graphic, visual, drawing, illumination, image, pictogram, pictograph, picture
infer	1. to form an opinion from evidence 2. to reach a conclusion based on known facts	decide, deduce, derive, extrapolate, gather, judge,
inflection	1. the change of form that words undergo to mark such distinctions as those of case, gender, number, tense, person, mood, or voice 2. change in pitch or loudness of the voice	arc, bend, turn, articulation, pronunciation, timbre, tone of voice
informative	type of writing that conveys information accurately	explanatory
integrate	1. to combine two or more things in order to become more effective 2. to combine ideas from sources with one's own ideas	amalgamate, blend, combine, conflate, fuse, incorporate, meld, merge, mingle, mix
introduce	1. to bring forward for discussion or consideration 2. to put in	begin, establish, initiate, institute, launch, set up, start
literal	1. following the ordinary or usual meaning of the words 2. true to fact	documentary, factual, matter-of-fact, objective, true, to the letter
logical	1. according to a proper or reasonable way of thinking a logical argument 2. according to what is reasonably expected	rational, reasonable, sensible, sound, valid, well-founded, well-grounded
metaphor	1. a word or phrase for one thing that is used to refer to another thing to show or suggest that they are similar 2. an object or idea that is used as a symbol of something else	analogy, image, symbol
mood	1. inducing or suggestive of a particular feeling or state of mind. 2. 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	atmosphere, condition, frame of mind
narrative	something (as a story) that is told in full detail	account, chronicle, chronology, commentary, history, record, report, story
nuance	a very small difference in color, tone, meaning, etc.	distinction, gradation, hint, implication, refinement, subtlety
opinion	1. a belief, judgment, or way of thinking about something 2. what someone thinks about a particular thing	belief, conviction, feeling, judgment, sentiment, verdict, view
opposing	to disagree with or disapprove of	conflicting, contending, rival
organize	to put things into a particular arrangement, order, or structure	arrange, array, classify, draw up, lay out, order, systematize
persuasive	able or likely to convince people	convincing
paraphrase	to say something that someone else has said or written using different words	rephrasing, restatement, restating, rewording, translation
phrase	1. a group of two or more words that express a single idea but do not usually form a complete sentence 2. a brief expression that is commonly used	expression, idiom, motto, remark, saying, wording
plagiarism	an act of copying the ideas or words of another person without giving credit to that person	copying, falsification, literary theft, fraud, appropriation
plot	the plan or main story (as of a movie or literary work)	scheme, plan, framework, story structure
point of view	a way of looking at or thinking about something	outlook, perspective, position, standpoint
problem	1. any question or matter involving doubt, uncertainty, or difficulty. 2. a question proposed for solution or discussion.	mystery, enigma, challenge, case, trouble
publish	1. to bring printed works (as books) before the public usually for sale 2. to print (as in a magazine or newspaper) 3. to make widely known	announce, broadcast, circulate, distribute, print, produce
reasoning	the process of thinking about something in a logical way in order to form a conclusion or judgment	interpretation, thinking, rationale, proposition, premise

Word	Definition	Synonyms
reflect	<ol style="list-style-type: none"> to give back an image or likeness of in the manner of a mirror to make known to cause to be thought of in a specified way or in a bad way to think seriously and carefully about 	mirror, imitate, think, consider, recall, opine, remark
relationship	the way in which two or more people or things are connected	link, connection, affiliation, tie
research	<ol style="list-style-type: none"> careful study that is done to find and report new knowledge about something the activity of getting information about a subject 	exploration, inquiry, investigation, probe
relevant	related to a subject or to something happening or being discussed	applicable, germane, pertinent, related
revise	dealing with the text as a whole, addressing strengths and weaknesses, arguments, focus, support, evidence, voice, and mechanical issues	alter, improve, modify, overhaul, rework, rewrite, revamp
rhetoric	the art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people	oratory, oration, eloquence, elocution, flowery language
root	a word or part of a word from which other words are obtained by adding a prefix or suffix	base, base word
sequence	a series of related things or events, or the order in which things or events follow each other	progression, procession, succession, cycle
setting	<ol style="list-style-type: none"> the time, place, and circumstances in which something occurs or develops the time and place of the action of a literary, dramatic, or cinematic work the scenery used in a theatrical or film production 	background, environment, environs, milieu, context
source	a person, book, etc., that gives information	author, origin, text
structure	<ol style="list-style-type: none"> to plan, organize, or arrange the parts of something the way that something is arranged or organized 	format, framework, organization
sufficient	having or providing as much as is needed	enough, adequate, competent
summarize	expressing or covering the main points briefly	abstract, boil down, brief, digest, encapsulate, outline, recap, recapitulate, sum up, wrap up
support	evidence that serves to corroborate something.	uphold, back, corroborate, help
syllables	<ol style="list-style-type: none"> any one of the parts into which a word is naturally divided when it is pronounced 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 	
symbol	anything used to represent something else, such as a sign or mark, a person, or an event	figure, image, representation
syntax	the way in which words are put together to form phrases, clauses, or sentences	order, structure system
synthesize	<ol style="list-style-type: none"> to make something by combining different things to combine things in order to make something new 	incorporate, amalgamate, blend, unify
technique	a way of performing a skillful activity, or the skill needed to do it	approach, means, tactic, procedure, facility
text features	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	
theme	underlying message or big idea of a talk, book, film, or other work	message, purpose, essence
tone	a quality, feeling, or attitude expressed by the words that someone uses in speaking or writing	manner, style, character, nature, vein, mode
topic	someone or something that people talk or write about	subject, matter, subject matter, content
transition	<ol style="list-style-type: none"> to shift from one thing to another smoothly and without interruption Words, phrases, clauses, or sentences used to connect ideas and move the reader or listener through a response 	change, segue, shift, pivot, continuation, juncture

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

KEY: Not in Strand ○ Elementary ● Middle ● High ●

STRAND→	RL	RI	RF	W	SL	L	Introductory Standards
accuracy	5	5	1	7	9-10	K	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
affix			4			K	LAFS.4.RF.3.3 , LAFS.K.L.3.4
analyze	6	5			7	9-10	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.RST.2.6 , LAFS.7.SL.1.2 , LAFS.910.L.3.4 , LAFS.910.L.3.5
argument		6		6	6		LAFS.6.RI.3.8 , LAFS.6.W.1.1 , LAFS.6.W.3.9 , LAFS.68.WHST.1.1 , LAFS.6.SL.1.3
audience	8			3	9-10		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.2.4
author's purpose	7	5		4	8		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
bias				11-12			LAFS.1112.W.1.1 , LAFS.1112.WHST.1.1
cause and effect		3		6		5	LAFS.3.RI.1.3 , LAFS.3.RI.3.7 , LAFS.3.RI.3.8 , LAFS.6.W.1.2 , LAFS.5.L.3.4
characters	K			3			LAFS.K.RL.1.3 , LAFS.K.RL.3.9 , LAFS.3.W.1.3
cite	6	6		7			LAFS.6.RL.1.1 , LAFS.6.RI.1.1 , LAFS.68.RH.1.1 , LAFS.68.RST.1.1 , LAFS.7.W.2.6
claim		6		6	5		LAFS.6.RI.3.8 , LAFS.910.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
clarify		1		6	K	K	LAFS.1.RI.2.4 , LAFS.6.W.1.1 , LAFS.6.W.1.2 , LAFS.68.WHST.1.1 , LAFS.68.WHST.1.2 , LAFS.K.SL.1.2 , LAFS.K.SL.1.3 , LAFS.K.L.3.4
coherent					2		LAFS.1112.RH.3.9 , LAFS.1112.RST.3.9 , LAFS.68.WHST.2.4 , LAFS.2.SL.2.4
cohesive					7		LAFS.7.W.1.1 , LAFS.7.W.1.2 , LAFS.68.WHST.1.1 , LAFS.68.WHST.1.2
compare and contrast	K	2		5		2	LAFS.K.RL.3.9 , LAFS.2.RI.3.9 , LAFS.910.RH.3.9 , LAFS.910.RH.2.6 , LAFS.68.RST.3.9 , LAFS.5.W.3.9 , LAFS.5.W.1.2 , LAFS.2.L.2.3
comprehend/ <i>read with understanding</i>	2	2			2	6	LAFS.2.RL.4.10 , LAFS.2.RI.4.10 , LAFS.1.RF.4.4 , LAFS.K.RF.4.4 , LAFS.68.RH.4.10 , LAFS.68.RST.4.10 , LAFS.3.W.1.2 , LAFS.68.WHST.1.2 , LAFS.2.SL.1.3 , LAFS.6.L.3.6
conclusions	2			2	5		LAFS.2.RL.2.5 , LAFS.68.RST.1.2 , LAFS.2.W.1.1 , LAFS.2.W.1.2 , LAFS.68.WHST.1.1 , LAFS.68.WHST.1.2 , LAFS.68.WHST.3.8 , LAFS.5.SL.1.1
connotative language	6	6				6	LAFS.6.RL.2.4 , LAFS.6.RI.2.4 , LAFS.6.L.3.5
context			1	6	4	1	LAFS.1.RF.4.4 , LAFS.68.RST.2.4 , LAFS.6.W.1.3 , LAFS.910.WHST.1.2 , LAFS.4.SL.2.6 , LAFS.1.L.3.4
conventions			1	3		K	LAFS.1.RF.3.3 , LAFS.3.W.2.5 , LAFS.910.WHST.1.1 , LAFS.910.WHST.1.2 , LAFS.K.L.1.1 , LAFS.K.L.1.2
counterclaim				8			LAFS.8.W.1.1 , LAFS.68.WHST.1.1
define	K	K			6	1	LAFS.K.RL.2.6 , LAFS.K.RI.2.6 , LAFS.910.RST.1.3 , LAFS.910.RST.2.6 , LAFS.6.SL.1.1 , LAFS.1.L.3.5
delineate		8		8	6		LAFS.8.RI.3.8 , LAFS.8.W.3.9 , LAFS.6.SL.1.3
demonstrate	1	2	K	6		K	LAFS.1.RL.1.2 , LAFS.2.RI.1.1 , LAFS.K.RF.1.1 , LAFS.1.RF.2.2 , LAFS.1.RF.3.3 , LAFS.6.W.1.1 , LAFS.68.WHST.1.1 , LAFS.K.L.1.2 , LAFS.K.L.3.5
denotation						6	LAFS.6.L.3.5
describe	K	K		2	K	K	LAFS.K.RL.3.7 , LAFS.K.RI.1.3 , LAFS.68.RH.2.5 , LAFS.68.RST.2.6 , LAFS.2.W.1.3 , LAFS.K.SL.2.4 , LAFS.K.L.3.5
details	K	K		K	K		LAFS.K.RL.1.1 , LAFS.K.RL.1.2 , LAFS.K.RI.1.1 , LAFS.K.RI.1.2 , LAFS.K.W.2.5 , LAFS.K.SL.2.4 , LAFS.K.SL.2.5
develop	6	6		2			LAFS.6.RL.2.6 , LAFS.6.RI.3.7 , LAFS.910.RH.1.2 , LAFS.2.W.1.2 , LAFS.68.WHST.1.2

KEY: Not in Strand ● Elementary ● Middle ● High ●

STRAND→	RL	RI	RF	W	SL	L	Introductory Standards
distinguish	3	1	K		6	K	LAFS.3.RL.2.4 , LAFS.3.RL.2.6 , LAFS.1.RI.2.6 , LAFS.K.RF.3.3 , LAFS.68.WHST.1.1 , LAFS.6.SL.1.3 , LAFS.K.L.3.5
domain-specific vocabulary		3		4		3	LAFS.3.RI.2.4 , LAFS.68.RH.2.4 , LAFS.68.RST.2.4 , LAFS.4.W.1.2 , LAFS.68.WHST.1.2 , LAFS.3.L.3.6
elaborate		6		2	3		LAFS.6.RI.1.3 , LAFS.2.W.1.3 , LAFS.3.SL.1.3
evaluate	11-12	6		6	7		LAFS.1112.RL.3.7 , LAFS.6.RI.3.8 , LAFS.1112.RH.1.3 , LAFS.1112.RH.2.6 , LAFS.1112.RH.3.7 , LAFS.1112.RST.3.7 , LAFS.1112.RST.3.8 , LAFS.6.W.3.9 , LAFS.7.SL.1.3
evidence	6	4		3	4		LAFS.6.RL.1.1 , LAFS.4.RI.3.8 , LAFS.68.RH.1.1 , LAFS.68.RST.1.1 , LAFS.3.W.3.8 , LAFS.68.WHST.3.9 , LAFS.4.SL.1.3
explain	1	2		4	3	3	LAFS.1.RL.2.5 , LAFS.2.RI.2.6 , LAFS.2.RI.3.7 , LAFS.4.W.1.2 , LAFS.4.W.3.9 , LAFS.68.WHST.1.2 , LAFS.3.SL.1.1 , LAFS.3.L.1.1
explanatory				K			LAFS.K.W.1.2 , LAFS.68.WHST.1.2
explicit	3	3			3		LAFS.3.RL.1.1 , LAFS.3.RI.1.1 , LAFS.3.SL.1.1
figurative language	5					5	LAFS.5.RL.2.4 , LAFS.5.L.3.5
formal	9-10			6	4	2	LAFS.910.RL.2.4 , LAFS.6.W.1.1 , LAFS.6.W.1.2 , LAFS.68.WHST.1.1 , LAFS.4.SL.2.6 , LAFS.2.L.2.3
identify	K	K	K	5	4	K	LAFS.K.RL.1.3 , LAFS.K.RI.1.2 , LAFS.K.RI.2.5 , LAFS.K.RI.3.8 , LAFS.K.RF.3.3 , LAFS.68.RH.1.3 , LAFS.68.RH.2.6 , LAFS.1112.RST.2.6 , LAFS.5.W.3.9 , LAFS.4.SL.1.3 , LAFS.K.L.3.5
idiom						4	LAFS.4.L.3.5
illustration, illustrator	K	K		3			LAFS.K.RL.2.6 , LAFS.K.RI.3.7 , LAFS.3.W.1.2
infer, inference	4	4				6	LAFS.4.RL.1.1 , LAFS.4.RI.1.1 , LAFS.6.L.3.4
inflection			1			K	LAFS.1.RF.3.3 , LAFS.K.L.3.4
informative				K			LAFS.K.W.1.2 , LAFS.68.WHST.1.2
integrate		4		9-10	8		LAFS.4.RI.3.9 , LAFS.68.RH.3.7 , LAFS.68.RST.3.7 , LAFS.910.W.3.8 , LAFS.910.WHST.3.8 , LAFS.8.SL.2.5
introduce	2			1	8	5	LAFS.2.RL.2.5 , LAFS.1.W.1.1 , LAFS.68.WHST.1.1 , LAFS.68.WHST.1.2 , LAFS.8.SL.1.3 , LAFS.5.L.1.2
literal	3					3	LAFS.3.RL.2.4 , LAFS.3.L.3.5
logical		3		6	5	5	LAFS.3.RI.3.8 , LAFS.6.W.1.3 , LAFS.68.WHST.1.1 , LAFS.5.SL.2.4 , LAFS.5.L.3.6
metaphor	5			11-12		4	LAFS.5.RL.2.4 , LAFS.1112.W.1.2 , LAFS.1112.WHST.1.2 , LAFS.4.L.3.5
mood	3					8	LAFS.3.RL.3.7 , LAFS.8.L.1.1 , LAFS.8.L.2.3
narrative, narration	4			K			LAFS.4.RL.2.6 , LAFS.K.W.1.3 , LAFS.68.WHST.1.2
nuance						K	LAFS.K.L.3.5
opinion	6	6		K	5		LAFS.6.RL.1.2 , LAFS.6.RI.1.2 , LAFS.68.RH.1.2 , LAFS.68.RH.3.8 , LAFS.68.RST.1.2 , LAFS.K.W.1.1 , LAFS.5.SL.2.4
opposing				7	11-12		LAFS.7.W.1.1 , LAFS.68.WHST.1.1 , LAFS.1112.SL.2.4
persuasive		11-12			9-10		LAFS.1112.RI.2.6 , LAFS.910.SL.1.1
organize		7		3	4		LAFS.7.RI.2.5 , LAFS.68.RST.2.5 , LAFS.3.W.1.3 , LAFS.68.WHST.1.1 , LAFS.68.WHST.1.2 , LAFS.4.SL.2.4
paraphrase				5	4		LAFS.5.W.3.8 , LAFS.68.WHST.3.8 , LAFS.4.SL.1.2
phrase	1	1				K	LAFS.1.RL.2.4 , LAFS.1.RL.2.4 , LAFS.68.RH.2.4 , LAFS.68.RST.2.4 , LAFS.68.WHST.1.1 , LAFS.K.L.3.6
plagiarism				6			LAFS.6.W.3.8 , LAFS.68.WHST.3.8
plot	2			9-10			LAFS.2.RL.3.7 , LAFS.910.W.1.3
point of view	2	3		3			LAFS.2.RL.2.6 , LAFS.3.RI.2.6 , LAFS.68.RH.2.6 , LAFS.3.W.1.1

KEY: Not in Strand ● Elementary ● Middle ● High ●

STRAND→	RL	RI	RF	W	SL	L	Introductory Standards
problem		4		9-10	11-12		LAFS.4.RI.2.5 , LAFS.1112.RH.3.7 , LAFS.910.RST.3.8 , LAFS.910.W.3.7 , LAFS.910.WHST.3.7 , LAFS.1112.SL.1.2
publish				K			LAFS.K.W.2.6 , LAFS.68.WHST.2.6
reasoning		7		7	7		LAFS.7.RI.3.8 , LAFS.910.RH.3.8 , LAFS.910.RST.3.8 , LAFS.7.W.1.1 , LAFS.7.W.3.9 , LAFS.68.WHST.1.1 , LAFS.7.SL.1.3
reflect	4			3	6		LAFS.4.RL.3.7 , LAFS.3.W.4.10 , LAFS.68.WHST.3.9 , LAFS.68.WHST.4.10 , LAFS.6.SL.1.1
relationship	K	K		7		1	LAFS.K.RL.3.7 , LAFS.K.RI.3.7 , LAFS.68.RH.3.9 , LAFS.910.RST.2.5 , LAFS.7.W.1.1 , LAFS.7.W.1.2 , LAFS.68.WHST.1.1 , LAFS.68.WHST.1.2 , LAFS.68.WHST.2.6 , LAFS.1.L.3.6
research				K	7		LAFS.910.RH.3.7 , LAFS.68.RST.3.8 , LAFS.K.W.3.7 , LAFS.68.WHST.3.7 , LAFS.68.WHST.3.9 , LAFS.7.SL.1.1
relevant		3		4	1		LAFS.3.RI.2.5 , LAFS.68.RST.2.4 , LAFS.4.W.3.8 , LAFS.68.WHST.1.1 , LAFS.1.SL.2.4
revise				2			LAFS.2.W.2.5 , LAFS.68.WHST.2.5 , LAFS.68.WHST.4.10
rhetoric		9-10			9-10		LAFS.910.RI.2.6 , LAFS.910.SL.1.3
root			4			1	LAFS.4.RF.3.3 , LAFS.1.L.3.4
sequence	3	3		1	5		LAFS.3.RL.1.3 , LAFS.3.RI.1.3 , LAFS.3.RI.3.8 , LAFS.68.RH.2.5 , LAFS.1.W.1.3 , LAFS.1.W.3.7 , LAFS.5.SL.2.4
setting	K						LAFS.K.RL.1.3
source	9-10	5		K	9-10		LAFS.910.RL.3.9 , LAFS.5.RI.3.7 , LAFS.68.RH.1.1 , LAFS.68.RH.1.2 , LAFS.68.RH.3.9 , LAFS.68.RST.3.9 , LAFS.K.W.3.8 , LAFS.68.WHST.1.1 , LAFS.68.WHST.3.7 , LAFS.68.WHST.3.8 , LAFS.910.SL.1.2
structure	2	4		3			LAFS.2.RL.2.5 , LAFS.4.RI.2.5 , LAFS.910.RH.2.5 , LAFS.68.RST.2.5 , LAFS.3.W.1.1 , LAFS.910.WHST.1.2
sufficient		7	2	7	7	9-10	LAFS.7.RI.3.8 , LAFS.2.RF.4.4 , LAFS.7.W.3.9 , LAFS.910.WHST.1.2 , LAFS.7.SL.1.3 , LAFS.910.L.3.6
summarize	4	4		5	5		LAFS.4.RI.1.2 , LAFS.4.RI.1.2 , LAFS.5.W.3.8 , LAFS.5.SL.1.2 , LAFS.5.SL.1.3
support	6	K		2	3		LAFS.6.RL.1.1 , LAFS.K.RI.3.8 , LAFS.68.RH.1.1 , LAFS.68.RST.1.2 , LAFS.2.W.1.1 , LAFS.68.WHST.3.9 , LAFS.3.SL.1.2
syllables			K			3	LAFS.K.RF.2.2 , LAFS.3.L.1.2
symbol							LAFS.68.RST.2.4
syntax				11-12			LAFS.1112.W.1.1 , LAFS.1112.W.1.2 , LAFS.1112.WHST.1.1
synthesize				9-10	11-12		LAFS.1112.RST.3.9 , LAFS.910.W.3.7 , LAFS.910.WHST.3.7 , LAFS.1112.SL.1.1
technique	7			3			LAFS.7.RL.3.7 , LAFS.3.W.1.3 , LAFS.1112.WHST.1.2
text features		1					LAFS.1.RI.2.5
theme	3	9-10		6	4		LAFS.3.RL.3.9 , LAFS.910.RI.3.9 , LAFS.6.W.3.9 , LAFS.4.SL.2.4 , LAFS.4.SL.2.5
tone	5	7		9-10	11-12		LAFS.5.RL.3.7 , LAFS.7.RI.2.4 , LAFS.910.W.1.1 , LAFS.910.W.1.2 , LAFS.68.WHST.1.2 , LAFS.1112.SL.1.3
topic	4	K		K	K	4	LAFS.4.RL.3.9 , LAFS.K.RI.3.9 , LAFS.68.RH.3.9 , LAFS.68.RST.2.4 , LAFS.68.RST.2.5 , LAFS.68.RST.3.9 , LAFS.K.W.1.1 , LAFS.68.WHST.1.1 , LAFS.68.WHST.1.2 , LAFS.K.SL.1.1 , LAFS.4.L.3.6
transitions				4			LAFS.4.W.1.3 , LAFS.68.WHST.1.2

Clarification of the terms “Main idea,” “Central Idea,” and “Controlling Idea”

Main Topic(MT), Main Idea(MI), Central Idea(CI), Theme(T)

“Main idea,” “central idea” and “controlling idea” are three terms that are largely used interchangeably and can be said to be synonymous, each meaning the most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about. The biggest differences between the three terms are in usage.

“Central idea” only appears in the Reading standards, whereas “main idea” appears in both Reading standards, up to grade 5, and Speaking and Listening Standards, up to grade 7. A significant difference between “main idea” and “central idea” in terms of usage is that “main idea” does not appear in Reading Literature Standards.

“Controlling idea” doesn’t appear in the Language Arts Florida Standards, but does appear in the ELA Achievement Level Descriptors as a way to describe the idea at the core of informative/explanatory writing. (Opinion or claim is the equivalent term in argumentative/opinion writing)

The introduction of “main idea” in the Reading and Speaking and Listening standards corresponds to the introduction of group related ideas together and the emergence of paragraphs. Similarly, “central idea,” is introduced at the same time as organization around text structures, especially as a way to further convey meaning.

	K	1	2	3	4	5	6	7	8	9-10	11-12
RL				T	T	T	CI, T	CI, T	CI, T	CI, T	CI, T
RI	MT	MT	MT	MI	MI	MI	CI	CI	CI	CI, T	CI, T
RH							CI			CI	CI
RST							CI			CI	CI
W							T		T	T	T
SL				MI	MI, T	MI, T	MI, T	MI		T	
Notes	Controlling idea does not appear in this chart as it is not in the LAFS.										

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 or 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.

Text Complexity

Quantitative Dimension of Text Complexity

Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures

Florida Standards Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	Source Rater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – 12 th	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Taken from CPALMS.org

Qualitative Dimension of Text Complexity

Qualitative Dimensions	Low-Level Text Complexity	High-Level Text Complexity
Level of Meaning (Literary) or Purpose (Informational)	<ul style="list-style-type: none"> • Single meaning • Explicitly stated 	<ul style="list-style-type: none"> • Multiple levels of meaning • Implied purpose
Structure	<ul style="list-style-type: none"> • Simple • Explicit • Conventional • Events related in chronological order • Traits of a common genre or subgenre • Simple graphics • Graphic unnecessary or merely supplementary to understanding of text 	<ul style="list-style-type: none"> • Complex • Implied • Unconventional • Events out of chronological order • Trait of a discipline rather than genre or subgenre • Sophisticated Graphics • Graphics essential to understanding text and provides additional information.
Language Conventionalty and Clarity	<ul style="list-style-type: none"> • Literal • Clear • Contemporary, familiar • Conversational 	<ul style="list-style-type: none"> • Figurative or ironic • Ambiguous or purposefully misleading • Archaic or unfamiliar • General academic and domain-specific
Knowledge Demands: Life Experiences (literary text)	<ul style="list-style-type: none"> • Simple theme • Single theme • Common, everyday experiences; clearly fantastical situations • Single perspective • Perspective like one's own 	<ul style="list-style-type: none"> • Complex or sophisticated theme • Multiple themes • Experiences distinctly different from one's own • Multiple Perspectives • Perspectives unlike or in opposition to one's own
Knowledge Demands: Cultural/ Literary Knowledge (chiefly literary texts)	<ul style="list-style-type: none"> • Everyday knowledge and familiarity with genre conventions required • Low intertextuality 	<ul style="list-style-type: none"> • Cultural and literary knowledge useful • High intertextuality (many references/allusions to other texts)
Knowledge Demands: Content/ Discipline Knowledge (chiefly informational texts)	<ul style="list-style-type: none"> • Everyday knowledge and familiarity with genre conventions required • Low intertextuality (few if any references to/citations of other texts) 	<ul style="list-style-type: none"> • Extensive, specialized discipline-specific content knowledge required • High intertextuality (many references to /citations of other texts.

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

Key	No standard for that grade level	Level 1: Recall	Level 2: Basic Application of Skills & Concepts	Level 3: Strategic Thinking & Complex Reasoning	Level 4: Extended Thinking & Complex Reasoning
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Reading Literature											
	K	1	2	3	4	5	6	7	8	9-10	11-12
RL.1.1	2	2	2	2	2	2	2	2	2	2	3
RL.1.2	2	2	3	2	3	3	2	3	3	3	3
RL.1.3	1	2	2	2	2	2	2	3	3	3	3
RL.2.4	2	2	2	2	2	2	3	3	3	3	3
RL.2.5	1	2	2	2	3	3	3	2	3	3	3
RL.2.6	1	2	2	3	3	2	2	2	3	3	3
RL.3.7	2	2	2	2	2	3	3	2	3	3	3
RL.3.9	3	3	3	3	3	2	3	2	3	3	3
RL.4.10	2	2	2	2	2	2	2	2	2	2	2

Reading Informational Text											
	K	1	2	3	4	5	6	7	8	9-10	11-12
RI.1.1	2	2	2	2	2	2	2	2	2	2	3
RI.1.2	2	2	2	2	2	2	2	2	2	2	3
RI.1.3	3	2	3	3	3	3	2	2	2	3	3
RI.2.4	2	2	2	2	2	2	2	2	2	3	3
RI.2.5	1	2	2	2	3	3	3	2	2	3	3
RI.2.6	1	1	2	2	3	3	3	3	3	3	3
RI.3.7	2	2	2	2	3	2	3	2	2	2	3
RI.3.8	2	2	3	3	3	3	3	2	2	3	3
RI.3.9	3	3	3	2	3	2	3	2	2	2	3
RI.4.10	2	2	2	2	2	2	2	2	2	2	2

Reading for Literacy in History, Social Studies											
	K	1	2	3	4	5	6	7	8	9-10	11-12
RH.1.1							2			2	2
RH.1.2							2			2	2
RH.1.3							2			3	2
RH.2.4							2			2	2
RH.2.5							3			3	3
RH.2.6							3			3	3
RH.3.7							2			3	3
RH.3.8							3			3	3
RH.3.9							3			3	3
RH.4.10							2			2	2

Reading for Literacy in Science and Technical Subjects 6-12											
	K	1	2	3	4	5	6	7	8	9-10	11-12
RST.1.1							2			2	3
RST.1.2							2			2	2
RST.1.3							2			2	3
RST.2.4							2			2	3
RST.2.5							3			2	3
RST.2.6							3			2	3
RST.3.7							2			2	3
RST.3.8							3			2	3
RST.3.9							3			2	3
RST.4.10							2			2	2

Key:	No standard for that grade level	Level 1: Recall	Level 2: Basic Application of Skills & Concepts	Level 3: Strategic Thinking & Complex Reasoning	Level 4: Extended Thinking & Complex Reasoning
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Reading Foundational Skills

	K	1	2	3	4	5	6	7	8	9-10	11-12
RF.1.1	1	1									
RF.2.2	1	1									
RF.3.3	1	1	1	1	1	1					
RF.4.4	2	2	2	2	2	2					

Writing

	K	1	2	3	4	5	6	7	8	9-10	11-12
W.1.1	2	3	2	2	3	3	3	3	3	4	4
W.1.2	2	3	3	3	2	2	4	4	4	4	4
W.1.3	2	3	3	3	3	3	3	3	3	3	3
W.2.4				3	3	3	2	3	3	3	3
W.2.5	3	3	3	3	3	3	3	2	2	3	3
W.2.6	2	2	2	2	2	2	2	2	2	3	2
W.3.7	4	4	4	4	4	2	4	2	4	4	2
W.3.8	2	2	2	3	3	2	3	2	3	4	2
W.3.9					3	3	3	3	3	3	3
W.4.10				3	3	3	3	3	3	3	2

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

	K	1	2	3	4	5	6	7	8	9-10	11-12
WHST.1.1							3			4	4
WHST.1.2							3			4	4
WHST.1.3											
WHST.2.4							3			3	3
WHST.2.5							3			3	3
WHST.2.6							2			2	2
WHST.3.7							4			4	4
WHST.3.8							3			4	4
WHST.3.9							3			3	3

Language

	K	1	2	3	4	5	6	7	8	9-10	11-12
L.1.1	2	2	2	2	2	2	2	2	2	3	3
L.1.2	1	1	1	1	1	1	2	2	2	2	2
L.2.3			2	3	3	3	3	3	3	3	3
L.3.4	2	2	2	2	2	2	2	2	2	2	2
L.3.5	3	2	3	3	3	3	3	3	3	3	3
L.3.6	1	1	1	1	1	1	1	1	1	2	2

Speaking and Listening

	K	1	2	3	4	5	6	7	8	9-10	11-12
SL.1.1	2	2	3	3	3	3	3	3	3	3	3
SL.1.2	2	2	2	2	2	2	3	2	3	3	3
SL.1.3	2	2	2	2	3	2	3	3	3	3	3
SL.2.4	2	2	2	2	3	2	3	2	3	3	3
SL.2.5	3	2	3	3	3	2	2	2	3	3	3
SL.2.6	1	2	1	1	2	2	2	2	2	2	2

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.

LAFS.RI.3.9 Progression: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.												
	K	1	2	3	4	5	6	7	8	9-10	11-12	
Action	Identify (with prompting support)	Identify	Compare & Contrast		Integrate	Compare & Contrast	Analyze					
Content	basic similarities and differences	most important points	most important points and key details presented	information	one author's presentation of events with that of another	how authors shape presentations of key information by emphasizing different evidence or advancing different interpretations of facts	conflicting texts	including how they address related themes and concepts	for their themes, purposes, and rhetorical features			
Additional tasks	Does not apply				to write or speak about the subject knowledgably				identify where the texts disagree on matters of fact or interpretation			
Text	two texts on the same topic				several texts on the same topic	two related texts	texts by two or more authors writing about the same topic	two or more texts with conflicting information on the same topic	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")	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)		

Cluster Progressions for Reading Standards

Reading Standards Cluster 1 Progression

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.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Ask & Answer (with prompting and support)	Ask & Answer			Refer	Quote	Cite				
Content	questions about key details	questions about key details	questions about key details	questions to demonstrate understanding of a text	details and examples in a text	accurately from a text	textual evidence to support	several pieces of textual evidence to support	textual evidence that most strongly supports an	strong and thorough textual evidence to support	
			questions such as who, what, where, when, why, how to demonstrate understanding		when explaining what the text says explicitly and when drawing inferences	analysis of what the text says explicitly as well as inferences drawn					
Additional tasks				refer explicitly to the text as the basis for the answers						determine where the text leaves matters uncertain	
Text	text										

LAFS.RL.1.2 Progression: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Retell (with prompting and support)	Retell	Recount			Determine					
Content	familiar stories, including key details	stories, including key details	stories, including fables and folktales from diverse cultures	stories, including fables, folktales, and myths from diverse cultures	theme of a story, drama, or poem from details in the text	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	theme or central idea of a text and how it is conveyed through particular details	theme or central idea of a text and analyze its development over the course of the text	theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot	the theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details	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
Additional tasks		demonstrate understanding of their central message or lesson	determine their central message, lesson, or moral	determine the central message, lesson, or moral explain how it is conveyed through key details in the text	summarize the text		provide a summary of the text distinct from personal opinions or judgments	provide an objective summary of the text			
Text	text										

LAFS.RL.1.3 Progression: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.												
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12	
Action	Identify (with prompting and support)	Describe				Compare and contrast	Describe	Analyze				
Content	characters, settings, and major events in a story	characters, settings, and major events in a story, using key details	characters in a story respond to major events and challenges	characters in a story	in depth a character, setting, or event in a story or drama, drawing on specific details in the text	two or more characters, settings, or events in a story or drama, drawing on specific details in the text	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	particular elements of a story or drama interact	particular lines of a dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision	complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme	impact of the author's choices regarding how to develop	
Additional tasks				explain how their actions contribute to the sequence of events							relate elements of a story or drama	
Text	text											

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.												
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12	
Action	Ask & Answer (with prompting and support)	Ask & Answer				Refer	Quote	Cite				
Content	questions about key details	questions about key details	questions about key details questions such as who, what, where, when, why, how to demonstrate understanding	questions to demonstrate understanding of a text	details and examples in a	accurately from a	textual evidence to support	several pieces of textual evidence to support	textual evidence that most strongly supports an	strong and thorough textual evidence to support	strong and thorough textual evidence to support	
Additional tasks				refer explicitly to the text as the basis for the answer							determining where the text leaves matters uncertain	
Text	text											

LAFS.RI.1.2 Progression: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Identify & Retell (with prompting and support)	Identify & Retell	Identify	Determine & Recount	Determine						
Content	main topic and key details	main topic and focus of specific paragraphs within the text	main idea and key details	2 or more main ideas and key details	central idea and particular details	2 or more central ideas and supporting ideas	central idea and supporting ideas	central idea and specific details	2 or more central ideas		
Additional tasks				explain how key details support the main idea	explain how key details support the main idea	explain how key details support the main ideas	determine how the central idea is conveyed through particular details	analyze the development of the central ideas over the course of the text	analyze the development of the central ideas over the course of the text, including its relationship to supporting ideas	analyze the development of the central ideas over the course of the text, including how it emerges and is shaped and refined by specific details	analyze the development of the central ideas over the course of the text, including how they interact and build on one another to provide a complex analysis
				summarize the text	summarize the text	provide a summary of the text distinct from personal opinions or judgments	provide an objective summary	provide an objective summary	provide an objective summary	provide an objective summary	provide an objective summary
Text	text		multi-paragraph text	text							

LAFS.RI.1.3 Progression: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Describe (with prompting and support)	Describe			Explain		Analyze				
Content	connection between two individuals, events, ideas, or pieces of information	connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures	relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures	events, procedures, ideas, or concepts in a historical, scientific, or technical text including what happened and why, based on specific information in the text	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	in detail how a key individual, event, or idea is introduced, and elaborated in a text	interactions between individuals, events, and ideas in a text	how a text makes connections among and distinctions between individuals, ideas, or events	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	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	
Additional tasks				using language that pertains to time, sequence, and cause/effect							
Text	text										

Reading Standards Cluster 2 Progression

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											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Ask and answer (with prompting and support)	Identify	Describe	Determine							
Content	questions about unknown words in a text	words or phrases that suggest feelings or appeal to the senses	how words and phrases supply rhythm and meaning	meaning of words and phrases as they are used in a text	meaning of words and phrases as they are used in a text including those that allude to significant characters found in mythology	meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes	meaning of words and phrases as they are used, including figurative and connotative meanings				
Additional tasks				distinguishing literal from nonliteral language			analyze the impact of a specific word choice on meaning and tone	analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama	analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	analyze the cumulative impact of specific word choices on meaning and tone	analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors.)
Text	text	stories or poems	story, poem, or song	text							

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.

Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Recognize	Explain	Describe	Use	Explain		Analyze		Compare and Contrast	Analyze	
Content	common types of texts	major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types	the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	terms such as chapter, scene, and stanza to refer to parts of stories, dramas, and poems when writing or speaking	major differences between poems, drama, and prose	how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	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	how a drama's or poem's form or structure contributes to its meaning	the structure of two or more texts	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	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
Additional tasks				describe how each successive part builds on earlier sections	refer to the structural elements of poems and drama when writing or speaking about a text				analyze how the differing structure of each text contributes to its meaning and style		
Text	unspecified		story	text		story drama or poem	text	drama or form	2 or more texts	text	

RL.2.6 Progression: Assess how point of view or purpose shapes the content and style of a text.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Identify (with prompting and support)	Identify	Acknowledge	Distinguish	Compare and contrast	Describe	Explain	Analyze			
Content	the author and illustrator of a story and define the role of each in telling the story	who is telling the story at various points in a text	differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	their own point of view from that of the narrator or those of the characters	the point of view from which different stories are narrated, including the difference between 1st & 3rd person narrations	how a narrator's or speaker's point of view influences how events are described	how an author develops the point of view of the narrator or speaker	how an author develops and contrasts the points of view of different characters or narrators	how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor	a particular point of view or cultural experience reflected, drawing on a wide reading of world literature	a case in which grasping point of view requires distinguishing what is directly stated from what is really meant
Text	story	text	unspecified		different stories	unspecified	text		unspecified	work of literature from outside U.S.	text

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.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Ask and answer (with prompting and support)	Determine or clarify	Determine	Determine			Determine				
Content	questions about unknown words in a text	meaning of words and phrases in a text by asking and answering questions	meaning of words and phrases in a text relevant to a grade 2 topic or subject area	meaning of general academic and domain-specific words and phrases in a text relevant to a grade (3,4,5) topic or subject area			meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings				
Additional tasks							analyze the impact of a specific word choice on meaning and tone	analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	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	
Text	text										

LAFS.RI.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.

Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Identify	Locate			Describe	Compare and contrast	Analyze		Analyze in detail		Analyze and evaluate
Content	the front cover, back cover, and title page	key facts or information in a text efficiently		information relevant to a given topic efficiently	the overall structure of events, ideas, concepts, or information		how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas	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	the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept	how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text	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
Additional tasks		know and use various text features	know and use various text features	using text features and search tools							
Text	book	text		unspecified	text or part of a text	in two or more texts	text			unspecified	

LAFS.RI.2.6 Progression: Assess how point of view or purpose shapes the content and style of a text.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Identify (with prompting and support)	Distinguish	Identify	Distinguish	Compare and contrast	Analyze and note	Determine				
Content	the author and illustrator of a text	between information provided by pictures or other illustrations and information provided by the words	the main purpose, including what the author wants to answer, explain, or describe	their own point of view from that of the author	1st hand and 2nd hand account of the same event or topic	important similarities and differences in the point of view they represent	an author's point of view or purpose in a text				an author's point of view or purpose in a text in which the rhetoric is particularly effective
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
Text	text				1st hand and 2nd hand account of the same event or topic	multiple accounts of the same event or topic	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.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Describe (with prompting and support)	Use		Explain	Make	Analyze	Compare and Contrast		Analyze		
Content	relationship between illustrations and the story in which they appear	illustrations and details in a story	information	how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	connections between the text of a story or drama and a visual or oral presentation of the text	how visual and multimedia elements contribute to the meaning, tone, or beauty of a text	the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version	written story, drama, or poem and an audio, filmed, staged, or multimedia version of that same text	extent to which a filmed or live production of a story or drama stays faithful or departs from the text or script	representation of a subject or key scene in two different artistic mediums include what is emphasized or absent in each treatment	multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry)
Additional tasks		to describe the story's characters, setting, or events	demonstrate understanding of its characters, setting, or plot		identifying where each version reflects specific descriptions and directions in the text		contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch	analyzing the effects of techniques unique to each medium	evaluating the choices made by the director or actors		evaluating how each version interprets the source text
Text	story		print or digital texts (story)	story	story or drama and a visual or oral presentation of that same text	text with visual and multimedia elements	story, drama, or poem and an audio, video, or live version of that same text	written story, drama, or poem and an audio, filmed, staged, or multimedia version of that same text	story or drama and a live or filmed production of that same text	two different representations in different mediums of the same subject or key scene	multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry) Note: Include at least one play by Shakespeare and one play by an American dramatist

LAFS.RL.3.9 Progression: 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	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Compare and Contrast (with prompting and support)	Compare and Contrast							Analyze		Demonstrate
Content	adventures and experiences of characters in familiar stories	adventures and experiences of characters	two or more versions of the same story by different authors or from different cultures	themes, settings, and plots	treatment of similar themes and topics and patterns of events	approach to similar themes and topics	approach to similar themes and topics	a fictional portrayal of a time, place, or character and a historical account of the same period	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	how an author draws on and transforms source material in a specific work	knowledge of 18th-early 20th century foundational works of American literature
Additional tasks								understand how authors of fiction use or alter history	describe how the material is rendered new		including how two or more texts from the same period treat similar themes or topics
Text	familiar stories		two or more versions of the same story by different authors or from different cultures	stories written by the same author about the same or similar characters	stories, myths, and traditional literature from different cultures	stories in the same genre	texts in different forms or genres	a fictional portrayal of a time, place, or character and a historical account of the same period	modern work of fiction that draws from myths, stories, or religious works	a work that uses source material and transforms it	18th-early 20th-century foundational works of American literature two or more texts from the same period

LAFS.RI.3.7 Progression: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Describe (with prompting and support)	Use	Explain	Use	Interpret	Draw on	Integrate	Compare and Contrast	Evaluate	Analyze	Integrate and Evaluate
Content	relationship between illustrations and the text in which they appear	illustrations and details	how specific images contribute to and clarify	information gained from illustrations and the words in a text	information presented visually, orally, or quantitatively	information	information	text and an audio, video, or multimedia version of the text	advantages and disadvantages of using different mediums to present a particular topic or idea	accounts	information
Additional tasks		to describe key ideas		to demonstrate understanding of the text	explain how the information contributes to understanding of the text	demonstrate ability to locate an answer to a question quickly or to solve a problem efficiently	to develop a coherent understanding of a topic or issue	analyzing each medium's portrayal of the subject		determining which details are emphasized in each account	to address a question or solve a problem
Text	text					multiple print or digital sources	information presented in different media or formats as well as in words	text and an audio, video, or multimedia version of the text	different mediums (e.g., print or digital text, video, multimedia)	various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia)	multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words

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.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Identify (with prompting and support)	Identify	Describe		Explain		Trace & Evaluate		Delineate & Evaluate		
Content	reasons an author gives to support points	how an author uses reasons to support specific points	logical connection between particular sentences and paragraphs	author uses reasons and evidence to support particular points		Argument/ specific claims					reasoning, including application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy
Additional tasks					identify which reasons and evidence support which points	distinguish which claims are supported by reasons and evidence from those that are not	assess whether reasoning is sound and evidence is relevant and sufficient to support the claim	assess whether reasoning is sound and evidence is relevant and sufficient; recognize irrelevant evidence	assess whether reasoning is valid and evidence is relevant and sufficient; identify false statements and fallacious reasoning		
Text	text										seminal U.S. texts

LAFS.RI.3.9 Progression: 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	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Identify (with prompting support)	Identify	Compare & Contrast		Integrate		Compare & Contrast	Analyze			
Content	basic similarities and differences		most important points	most important points and key details presented	information		one author's presentation of events with that of another	how authors shape presentations of key information by emphasizing different evidence or advancing different interpretations of facts	conflicting texts on the same topic	including how they address related themes and concepts	for their themes, purposes, and rhetorical features
Additional tasks					to write or speak about the subject knowledgably				identify where the texts disagree on matters of fact or interpretation		
Text	two texts on the same topic				several texts on the same topic	two related texts	texts by two or more authors writing about the same topic	two or more texts with conflicting information on the same topic	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")	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)	

Reading Standards Cluster 4 Progression

RL.4.10 Progression: Read and comprehend complex literary and informational texts independently and proficiently.													
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Action	Actively engage	Read (with prompting and support)	By the end of the year, read and comprehend										
Content	in group reading activities with purpose and understanding	prose and poetry of appropriate complexity for grade 1	literature, including stories and poetry	literature, including stories, dramas, and poetry									
			proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range
Complexity band			grades 2-3		grades 4-5		grades 6-8			grades 9-10		grades 11-12	
Text		prose and poetry	stories and poetry	literature, including stories, dramas, and poetry									

RI.4.10 Progression: Read and comprehend complex literary and informational texts independently and proficiently.														
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	
Action	Actively engage	Read (with prompting and support)	By the end of the year, read and comprehend											
Content	in group reading activities with purpose and understanding	informational texts appropriately complex for grade 1	informational texts, including history/social studies, science, and technical texts				literary nonfiction							
			proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently	proficiently, with scaffolding as needed at the high end of the range	at the high end of the band independently and proficiently
Complexity band			grades 2-3		grades 4-5		grades 6-8			grades 9-10		grades 11-12		
Text		informational texts	informational texts, including history/social studies, science, and technical texts				literary nonfiction							

Cluster Progression for Writing Standards

Writing Standards Cluster 1 Progression

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	opinion pieces on topics or texts, supporting a point of view with reasons	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		
	tell the reader the topic or name of the book they are writing about	introduce the topic or the name of the book they are writing about	introduce the topic or text they are writing about	introduce the topic or text clearly	introduce claim(s) and organize the reasons and evidence clearly	introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically	introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically	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	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		
	state an opinion or preference about the topic or book	state an opinion									
Additional tasks		Supply a reason for the opinion	supply reasons that support the opinion	provide reasons that support the opinion	provide reasons that are supported by facts and details	provide logically ordered 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 claim(s) with logical reasoning and relevant evidence, using accurate, 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	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
			use linking words to connect opinion and reasons	use linking words and phrases to connect opinions and reasons	link opinion and reasons using words and phrases	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 to create cohesion and clarify the relationship among claim(s), counterclaims,	use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and	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													
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12		
				create an organizational structure					reasons, and evidence	reasons, between reasons and evidence, and between claim(s) and counterclaims	reasons, between reasons and evidence, and between claim(s) and counterclaims		
				that lists reasons	in which related ideas are grouped to support the writer's purpose	in which related ideas are logically grouped to support the writer's purpose							
			provide some sense of closure	provide a concluding statement or section									
						related to the opinion presented	that follows from the argument presented	that follows from and supports the argument presented					
									establish and maintain a formal style				
												and objective tone while attending to the norms and conventions of the discipline in which they are writing	

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											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Compose	Write									
Content	informative/explanatory texts using a combination of drawing, dictating, and writing	informative/explanatory texts		informative/explanatory texts to examine a topic and convey ideas and information clearly			informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content			informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content	
Additional tasks	name what they are writing about	name a topic	introduce a topic	introduce a topic and group related information together; include illustrations when useful to aiding comprehension	introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension	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	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	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	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	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	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
	supply some information about the topic	supply some facts about the topic	use facts and definitions to develop points	develop the topic with facts, definitions, and details	develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic				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	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	

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

Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
				use linking words and phrases to connect ideas within categories of information	link ideas within categories of information using words and phrases	link ideas within categories of information using words, phrases, and clauses	use appropriate transitions to clarify the relationships among ideas and concepts	use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts	use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	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
					use precise language and domain-specific vocabulary to inform about or explain the topic				use precise language and domain-specific vocabulary to manage the complexity of the topic	use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic	
								establish and maintain a formal style		establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	
		provide some sense of closure	provide a concluding statement or section	provide a concluding statement or section related to the information or explanation presented	provide a concluding statement or section that follows from the information or explanation presented	provide a concluding statement or section that follows from and supports the information or explanation presented					

W.1.3 Progression: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Narrate		Write								
Content	a single event or several loosely linked event using a combination of drawing, dictating, and writing	narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened	narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings	narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences			narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	
Additional tasks				establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally	orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally	engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically	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	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	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		
	tell about the events in the order in which they occurred	use temporal words to signal event order		use temporal words and phrases to signal event order	use a variety of transitional words and phrases to manage the sequence of events	use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	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	use a variety of techniques to sequence events so that they build on one another to create a coherent whole	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		

W.1.3 Progression: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
				use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations			use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations			use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters	use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
							use concrete words and phrases and sensory details to convey experiences and events precisely	use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	
	provide a reaction to what happened	provide some sense of closure	provide a sense of closure	provide a conclusion that follows from the narrated experiences or events		provide a conclusion that follows from and reflects on the narrated experiences or events	provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative				

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.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action				Produce (with guidance and support)	Produce						
Content				writing in which the development and organization are appropriate to task and purpose	clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					

W.2.5 Progression: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Respond (with guidance and support from adults and peers)	Focus (with guidance and support from adults and peers)		Develop (with guidance and support from adults and peers)		Develop (with some guidance and support from adults and peers)			Develop		
Content	topic			writing							
Additional tasks	respond to questions and suggestions from peers add details to strengthen writing as needed	strengthen writing as needed by revising and editing	develop and strengthen writing as needed by planning, revising, and editing	develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	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	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					

W.2.6 Progression: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Explore (with guidance and support from adults)	Use		Produce (with guidance and support)	Produce (clear and coherent)						
Content	a variety of digital tools to produce and publish writing, including in collaboration with peers			writing in which the development and organization are appropriate to task and purpose			writing in which the development, organization, and style are appropriate to task, purpose, and audience				

Writing Standards Cluster 3 Progression

W.3.7 Progression: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Participate			Conduct							
Content	in shared research and writing projects		short research projects that build knowledge about a topic	short research projects that use several sources to build knowledge through investigation of different aspects of a topic		short research projects to answer a question, drawing on several sources		short research projects to answer a question (including a self-generated question), drawing on several sources		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;	
Additional tasks						refocusing the inquiry when appropriate	generating additional related, focused questions for further research and investigation	generating additional related, focused questions that allow for multiple avenues of exploration		synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	

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.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Recall (with guidance and support)		Recall				Gather				
Content	information from experiences or gather information from provided sources to answer a question		information from experiences or gather information from print and digital sources;	relevant information from experiences or gather relevant information from print and digital sources		relevant information from multiple print and digital sources			relevant information from multiple authoritative print and digital sources		
Additional tasks			take brief notes on sources and sort evidence into provided categories	take notes and categorize information	summarize or paraphrase information in notes and finished work	provide a list of sources	assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	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	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		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

W.3.9 Progression: Draw evidence from literary or informational texts to support analysis, reflection, and research.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action					Draw						
Content					evidence from literary or informational texts to support analysis, reflection, and research						
Additional tasks					apply grade-level Reading standards to literature						
					apply grade-level Reading standards to informational texts			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.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action				Write							
Content				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.												
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12	
Action	Participate			Engage effectively						Initiate and participate effectively		
Content	in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups			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						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		
Additional tasks				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			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		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		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	
				follow agreed-upon rules for discussions			follow agreed-upon rules for discussions and carry out assigned roles		follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed		follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed	

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.

Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
		ask questions to clear up any confusion about the topics or texts under discussion	ask for clarification and further explanation as needed about the topics and texts under discussion	ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others	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	pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others	pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	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	pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas	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	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
	continue a conversation through multiple exchanges	build on others' talk in conversation by responding to the comments of others through multiple exchanges	build on others' talk in conversation by linking their comments to the remarks of others	explain their own ideas and understanding in light of the discussion	review the key ideas expressed and explain their own ideas and understanding in light of the discussion	review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing	acknowledge new information expressed by others and, when warranted, modify their own views	acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented	respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented	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

SL.1.2 Progression: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Ask and answer		Recount or describe	Determine	Paraphrase	Summarize	Interpret	Analyze		Integrate	
Content	questions about key details and requesting clarification if something is not understood	questions about key details in a text read aloud or information presented orally or through other media	key ideas or details from a text read aloud or information presented orally or through other media	the main ideas and supporting details of a text	portions of a text	a written text	information presented in diverse media and formats	the main ideas and supporting details presented in diverse media and formats	the purpose	multiple sources	multiple sources to make informed decisions and solve problems
									of information presented in diverse media and formats		
Additional tasks	to confirm understanding of a text read aloud or information presented orally or through other media						explain how it contributes to a topic, text, or issue under study	explain how the ideas clarify a topic, text, or issue under study	evaluate the motives behind its presentation	evaluating the credibility and accuracy of each source	evaluating the credibility and accuracy of each source and noting any discrepancies among the data

LAFS.SL.1.3 Progression: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Ask and answer				Identify	Summarize	Delineate			Evaluate	
Content	questions in order to seek help, get information, or clarify something that is not understood	questions about what a speaker says in order to gather additional information or clarify something that is not understood	questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	questions about information from a speaker, offering appropriate elaboration and detail	the reasons and evidence a speaker provides to support particular points	the points a speaker makes	a speaker's argument and specific claims			a speaker's point of view, reasoning, and use of evidence and rhetoric	
							distinguishing claims that are supported by reasons and evidence from claims that are not	evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced	identifying any fallacious reasoning or exaggerated or distorted evidence	assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
Additional tasks						explain how each claim is supported by reasons and evidence					

Speaking and Listening Standards Cluster 2 Progression

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.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Describe		Tell or recount	Report, tell, or recount		Report or present	Present				
Content	familiar people, places, things, and events	people, places, things, and events with relevant details	a story or an experience with appropriate facts and relevant, descriptive details	topic, text, story or experience		claims and findings			information, findings, and supporting evidence		
						sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples	emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details	clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are	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	
Additional tasks	with prompting and support provide additional detail	expressing ideas and feelings clearly	speaking audibly in coherent sentences	speak clearly at an understandable pace			use appropriate eye contact, adequate volume, and clear pronunciation			appropriate to purpose, audience, and task	
				with appropriate facts and relevant, descriptive details	in an organized manner	or present an opinion, sequencing ideas logically					
				using appropriate facts and relevant, descriptive details to support the main ideas or themes							

LAFS.SL.2.5 Progression: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Add					Include			Integrate	Strategically use	
Content	drawings or other visual displays		visual displays and engaging audio recordings when appropriate to	audio recordings and visual displays to presentations	multimedia components and visual displays in presentations			multimedia and visual displays into presentations	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		
	to descriptions	to stories or recounts of experiences			when appropriate to enhance the development of main ideas or themes	to clarify information	to clarify claims and findings and emphasize salient points				
	as desired to provide additional detail	when appropriate to clarify ideas, thoughts, and feelings	emphasize or enhance certain facts or details	enhance the development of main ideas or themes							
Additional tasks				demonstrate fluid reading at an understandable pace							

LAFS.SL.2.6 Progression: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Speak	Produce		Speak	Differentiate			Adapt			
Content	audibly and express thoughts, feelings, and ideas clearly	complete sentences when appropriate to task and situation	complete sentences when appropriate to task and situation in order to provide requested detail or clarification	between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate			speech to a variety of contexts and tasks				
Additional tasks					using formal English when appropriate to task and situation			demonstrating command of formal English when indicated or appropriate			

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.

K	1	2	3	4	5-6	7	8-12
	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	Produce, expand, and rearrange complete simple and compound sentences	Produce simple, compound, and complex sentences	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons		<p>Explain the function of phrases and clauses in general and in specific sentences</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</p> <p>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>	

L.1.1 Grammar and Usage Progression—Usage *Only appears in 4-12 standards.

K-3	4	5	6	7-8	9-10	11-12
	Correctly use frequently confused words		Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language		<p>Use parallel structure</p> <p>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</p>	<p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Resolve issues of complex or contested usage, consulting references as needed</p>

L.1.1 Grammar and Usage Progression--Handwriting *Only appears in K-5 standards.

K	1	2	3	4	5	6-12
Print many upper- and lowercase letters	Print all upper- and lowercase letters	Demonstrate legible printing skills	Demonstrate beginning cursive writing	Demonstrate legible cursive writing skills	Demonstrate fluent and legible cursive writing skills	

L.1.1 Grammar and Usage Progression--Nouns *Only appears in K-3 standards.

K	1	2	3	4-12
Use frequently occurring nouns	Use common, proper, and possessive nouns	Use collective nouns	Form and use regular and irregular plurals	
Form regular plural nouns orally by adding /s/ or /es/	Use singular and plural nouns with matching verbs in basic sentences	Form and use frequently occurring irregular plurals	<p>Use abstract nouns</p> <p>Ensure subject-verb agreement</p> <p>Explain the function of nouns in general and in particular sentences</p>	

L.1.1 Grammar and Usage Progression-- Pronouns *Only appears in K-6 standards.							
K	1	2	3	4	5	6	7-12
Understand and use question words (interrogatives)	Use personal, possessive, and indefinite pronouns Use determiners	Use reflexive pronouns	Explain the function of pronouns in general and in particular sentences Ensure pronoun- antecedent agreement	Use relative pronouns		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	

L.1.1 Grammar and Usage Progression-- Verbs *Only appears in K-8 standards.								
K	1	2	3	4	5	6-7	8	9-12
Use frequently occurring verbs	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	Form and use the progressive verb tenses Use modal auxiliaries (e.g., can, may, must) to convey various conditions	Form and use the perfect verb tenses Use verb tense to convey various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense		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.	

how

L.1.1 Grammar and Usage Progression-- Adjectives and Adverbs *Only appears in K-4 standards.					
K	1	2	3	4	5-12
Use frequently occurring adjectives	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		Use relative adverbs Order adjectives within sentences according to conventional patterns	

L.1.1 Grammar and Usage Progression-- Conjunctions, Prepositions and Interjections *Only appears in K-5 standards.							
	K	1	2	3	4	5	6-12
Conjunctions		Use frequently occurring conjunctions		Use coordinating and subordinating conjunctions		Use correlative conjunctions Explain the function of conjunctions in general and in particular sentences	
Preposition	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	

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

	K	1	2	3	4	5	6	7	8	9-10	11-12	
Capitalize	1st word in a sentence and pronoun I	dates and names of people	holidays, product names, and geographic names	appropriate words in titles	Correctly							
Punctuate	(Recognize and name end punctuation)	with end punctuation for sentences use commas in dates and to separate single words in a series	with commas in greetings and closings of letters with an apostrophe to form contractions and frequently occurring possessives	with commas in addresses with commas and quotation marks in dialogue with apostrophes to form and use possessives	with commas and quotation marks to mark direct speech and quotations from a text with a comma before a coordinating conjunction in a compound sentence	to separate items in a series with a comma to separate from the rest of the sentence: an introductory element words yes and no tag question direct address Use underlining, quotation marks, or italics to indicate titles	with commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements	with a comma to separate coordinate adjectives	with commas, ellipsis, or dashes to indicate a pause or break with an ellipsis to indicate an omission	with semicolon to link two or more closely related independent clauses with colon to introduce a list or quotation	observing rules for hyphens	
	. ! ?	. ! ?,	, ‘	, “ “	, “	, ;	, () --	,	, ... --	; :	-	
Spell	Write a letter(s) for most consonant and short-vowel sounds simple words phonetically	untaught words phonetically words with common spelling patterns and for frequently occurring irregular words using conventional spelling	Generalize learned spelling patterns when writing consult reference materials to check and correct spelling	high-frequency/ studied words base words with suffixes using spelling patterns and generalizations consulting reference materials as needed to check and correct spellings	Grade-appropriate words correctly, consulting references as needed			Correctly				

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.										
Grade	K-1	2	3	4	5	6	7	8	9-10	11-12
Action		Use							Apply	
Content		knowledge of language and its conventions when writing, speaking, reading, or listening							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	
Additional tasks		compare formal and informal uses of English	choose words and phrases for effect recognize and observe differences between the conventions of spoken and written standard English	choose words and phrases to convey ideas precisely choose punctuation for effect differentiate between contexts that call for formal English and situations where informal discourse is appropriate	expand, combine, and reduce sentences for meaning, reader/listener interest, and style compare and contrast the varieties of English used in stories, dramas, or poems	vary sentence patterns for meaning, reader/listener interest, and style maintain consistency in style and tone	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	write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type	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.												
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12	
Action	Determine or clarify											
Content	the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content											
	choosing flexibly from an array of strategies											
Additional tasks	identify new meanings for familiar words and apply them accurately	use sentence-level context as a clue to the meaning of a word or phrase			use context as a clue to the meaning of a word or phrase			use context as a clue to the meaning of a word or phrase				
	use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word	use frequently occurring affixes as a clue to the meaning of a word	determine the meaning of the new word formed when a known <i>prefix (2nd)/affix(3rd)</i> is added to a known word			use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word			identify and correctly use patterns of word changes that indicate different meanings or parts of speech			
		identify frequently occurring root words and their inflectional forms	use a known root word as a clue to the meaning of an unknown word with the same root	consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases			or its part of speech					
			use knowledge of the meaning of individual words to predict the meaning of compound words									
use glossaries and beginning dictionaries, both print and digital, to determine or clarify the (<i>precise 3rd</i>) meaning of words and phrases	verify the preliminary determination of the meaning of a word or phrase			or its etymology								
or its standard usage												

L.3.5 Progression: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	With guidance and support from adults										
	Explore	Demonstrate									
Content	word relationships and nuances in word meanings		understanding of word relationships and nuances in word meanings		understanding of figurative language, word relationships, and nuances in word meanings						
Additional tasks	sort common objects into categories to gain a sense of the concepts that categories represent			distinguish literal and nonliteral meanings of words and phrases in context	explain the meaning of simple similes and metaphors in context		interpret figurative language, including similes and metaphors, in context	interpret figures of speech (e.g., personification) in context			
	demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	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)			recognize and explain the meaning of common idioms, adages, and proverbs			personification	literary, biblical, and mythological allusions	verbal irony, puns	analyze their role in the text
	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				
	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.											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Action	Use			Acquire and use							
Content	words and phrases acquired through conversations, reading and being read to, and responding to texts			accurately grade-appropriate conversational, general academic, and domain-specific words and phrases							
	including using frequently occurring conjunctions to signal simple relationships	including using adjectives and adverbs to describe	including those that signal spatial and temporal relationships	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic	including those that signal contrast, addition, and other logical relationships						sufficient for reading, writing, speaking, and listening at the college and career readiness level
Additional tasks							gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression			

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](#).