COMMON CORE STATE STANDARDS ~ READING
3RD *GRADE* CHECKLIST

STUDENT: DATE:

READING STANDARDS FOR FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION RF.3.3

YES	NO	PROG	.N/A	3. KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS
YES	NO	PROG	.N/A	A. IDENTIFY AND KNOW THE MEANING OF THE MOST COMMON PREFIXES AND DERIVATIONAL SUFFIXES.
YES	NO	PROG	N/A	B. DECODE WORDS WITH COMMON LATIN SUFFIXES..
YES	NO	PROG	N/A	C. DECODE MULTI-SYLLABLE WORDS.
YES	NO	PROG	N/A	D. READ GRADE-APPROPRIATE IRREGULARLY SPELLED WORDS.

FLUENCY RF.3.4

YES	NO	PROG	N/A	4. READ WITH SUFFICIENT ACCURACY AND FLUENCY TO SUPPORT COMPREHENSION..
YES	NO	PROG	N/A	A. READ GRADE-LEVEL TEXT WITH PURPOSE AND UNDERSTANDING..
YES	NO	PROG	N/A	B. READ GRADE-LEVEL PROSE AND POETRY ORALLY WITH ACCURACY, APPROPRIATE RATE, AND EXPRESSION.
YES	NO	PROG	.N/A	C. USE CONTEXT TO CONFIRM OR SELF-CORRECT WORD RECOGNITION AND UNDERSTANDING, RE-READING AS NECESSARY.

READING STANDARDS FOR LANGUAGE

CONVENTIONS IN WRITING AND SPEAKING L.3.1 & L.3.2

YES	NO	PROG	N/A	1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING AND SPEAKING.
YES	NO	PROG	N/A	A. EXPLAIN THE FUNCTION OF NOUNS, PRONOUNS, VERBS, ADJECTIVES, AND ADVERBS IN GENERAL AND THEIR FUNCTIONS IN PARTICULAR SENTENCES.
YES	NO	PROG	N/A	B. FORM AND USE REGULAR AND IRREGULAR PLURAL NOUNS.
YES	NO	PROG	N/A	C. USE ABSTRACT NOUNS (E.G. *CHILDHOOD).*
YES	NO	PROG	N/A	D. FORM AND USE REGULAR AND IRREGULAR VERBS.
YES	NO	PROG	N/A	E. FORM AND USE THE SIMPLE VERB TENSES (E.G. *I WALKED; I WALK; I WILL WALK).*
YES	NO	PROG	N/A	F. ENSURE SUBJECT-VERB AND PRONOUN-ANTECEDENT AGREEMENT.
YES	NO	PROG	N/A	G. FORM AND USE COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS, AND CHOOSE BETWEEN THEM DEPENDING ON WHAT IS TO BE MODIFIED.
YES	NO	PROG	N/A	H. USE COORDINATING AND SUBORDINATING CONJUNCTIONS.
YES	NO	PROG	N/A	I. PRODUCE SIMPLE, COMPOUND, AND COMPLEX SENTENCES.
YES	NO	PROG	N/A	2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
YES	NO	PROG	N/A	A. CAPITALIZE APPROPRIATE WORDS IN TITLES.
YES	NO	PROG	N/A	B. USE COMMAS IN ADDRESSES.
YES	NO	PROG	N/A	C. USE COMMAS AND QUOTATION MARKS IN DIALOGUE.
YES	NO	PROG	N/A	D. FORM AND USE POSSESSIVES.

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YES	NO	PROG	N/A	E. USE CONVENTIONAL SPELLING FOR HIGH-FREQUENCY WORDS AND OTHER STUDIED WORDS AND FOR ADDING SUFFIXES TO BASE WORDS (E.G. *SITTING, SMILED, CRIES, HAPPINESS*).
YES	NO	PROG	N/A	F. USE SPELLING PATTERNS AND GENERALIZATIONS (E.G. *WORD FAMILIES, POSITION-BASED SPELLING, SYLLABLE PATTERNS, ENDING RULES, MEANINGFUL WORD PARTS*) IN WRITING WORDS.
YES	NO	PROG	N/A	G. CONSULT REFERENCE MATERIALS, INCLUDING BEGINNING DICTIONARIES, AS NEEDED TO CHECK AND CORRECT SPELLINGS.

KNOWLEDGE OF LANGUAGE L.3.3

YES	NO	PROG	N/A	3. USE KNOWLEDGE OF LANGUAGE AND ITS CONVENTIONS WHEN WRITING, SPEAKING, READING, OR LISTENING.
YES	NO	PROG	N/A	A. CHOOSE WORDS AND PHRASES FOR EFFECT.
YES	NO	PROG	N/A	B. RECOGNIZE AND OBSERVE DIFFERENCES BETWEEN THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD ENGLISH.

VOCABULARY ACQUISITION AND USE L.3.4, L.3.5, AND L.3.6

YES	NO	PROG	N/A	4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN & MULTIPLE-MEANING WORDS & PHRASES BASED ON GRADE 3 READING & CONTENT, CHOOSING FLEXIBLY FROM AN ARRAY OF STRATEGIES..
YES	NO	PROG	N/A	A. USE SENTENCE-LEVEL CONTEXT AS A CLUE TO THE MEANING OF A WORD OR PHRASE.
YES	NO	PROG	N/A	B. DETERMINE THE MEANING OF THE NEW WORD FORMED WHEN A KNOWN AFFIX IS ADDED TO A KNOWN WORD (E.G. *AGREEABLE/DISAGREEABLE), COMFORTABLE/UNCOMFORTABLE, CARE/CARELESS, HEAT/PREHEAT*).
YES	NO	PROG	N/A	C. USE A KNOWN ROOT WORD AS A CLUE TO THE MEANING OF AN UNKNOWN WORD WITH THE SAME ROOT (E.G. *COMPANY, COMPANION*).
YES	NO	PROG	N/A	D. USE GLOSSARIES OR BEGINNING DICTIONARIES, BOTH PRINT AND DIGITAL, TO DETERMINE OR CLARIFY THE PRECISE MEANING OF KEY WORDS AND PHRASES.,
YES	NO	PROG	N/A	5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS AND NUANCES IN WORD MEANINGS.
YES	NO	PROG	N/A	A. DISTINGUISH THE LITERAL AND NON-LITERAL MEANINGS OF WORDS AND PHRASES IN CONTEXT (E.G. *TAKE STEPS*).
YES	NO	PROG	N/A	B. IDENTIFY REAL-LIFE CONNECTIONS BETWEEN WORDS AND THEIR USE (E.G. DESCRIBE PEOPLE WHO ARE *FRIENDLY* OR *HELPFUL*).
YES	NO	PROG	N/A	C. DISTINGUISH SHADES OF MEANING RELATED WORDS THAT DESCRIBE STATES OF MIND OR DEGREES OF CERTAINTY (E.G. *KNEW, BELIEVED, SUSPECTED, HEARD, WONDERED*).
YES	NO	PROG	N/A	6. ACQUIRE AND USE ACCURATELY GRADE-APPROPRIATE CONVERSATIONAL GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, INCLUDING THOSE THAT SIGNAL SPATIAL AND TEMPORAL RELATIONSHIPS (E.G. *AFTER DINNER THAT NIGHT WE WENT LOOKING FOR THEM*).

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS RL.3.1, RL.3.2, RL.3.3

YES	NO	PROG	N/A	1. ASK AND ANSWER QUESTIONS TO DEMONSTRATE UNDERSTANDING OF A TEXT, REFERRING EXPLICITLY TO THE TEXT AS THE BASIS FOR THE ANSWERS.
YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	3. DESCRIBE CHARACTERS IN A STORY (E.G. THEIR TRAITS, MOTIVATIONS, OR FEELINGS) AND EXPLAIN HOW THEIR

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				ACTIONS CONTRIBUTE TO THE SEQUENCE OF EVENTS.

CRAFT AND STRUCTURE RL3.4, RL.3.5, RL.3.6

YES	NO	PROG	N/A	
YES	NO	PROG	N/A	4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, DISTINGUISHING LITERAL FROM NON-LITERAL LANGUAGE.
YES	NO	PROG	N/A	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.,
YES	NO	PROG	N/A	6. DISTINGUISH THEIR OWN POINT OF VIEW FROM THAT OF THE NARRATOR OR THOSE OF THE CHARACTERS.

INTEGRATION OF KNOWLEDGE AND IDEAS RL.3.7, RL.3.8 (NOT APPLICABLE TO LITERATURE) RL.3.9

YES	NO	PROG	.N/A	
YES	NO	PROG	.N/A	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 A CHARACTER OR SETTING).
YES	NO	PROG	N/A	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).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY RL.3.10

YES	NO	PROG	N/A	
YES	NO	PROG	N/A	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.

READING STANDARDS FOR INFORMATIONAL TEXT

KEY IDEAS AND DETAILS RI.3.1, RI.3.2, RI.3.3

YES	NO	PROG	N/A	
YES	NO	PROG	N/A	1. ASK AND ANSWER QUESTIONS TO DEMONSTRATE UNDERSTANDING OF A TEXT, REFERRING EXPLICITLY TO THE TEXT AS THE BASIS FOR THE ANSWERS.
YES	NO	PROG	N/A	2. DETERMINE THE MAIN IDEA OF A TEXT; RECOUNT THE KEY DETAILS AND EXPLAIN HOW THEY SUPPORT THE MAIN IDEA.
YES	NO	PROG	N/A	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..

CRAFT AND STRUCTURE RI3.4, RI.3.5, RI.3.6

YES	NO	PROG	N/A	
YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	5. USE TEXT FEATURES AND SEARCH TOOLS (E.G. KEY WORDS, SIDEBARS, HYPERLINKS) TO LOCATE INFORMATION RELEVANT TO A GIVEN TOPIC EFFICIENTLY.
YES	NO	PROG	N/A	6. DISTINGUISH THEIR OWN POINT OF VIEW FROM THAT OF THE AUTHOR OF A TEXT.

INTEGRATION OF KNOWLEDGE AND IDEAS RI.3.7, RI.3.8, RI.3.9

YES	NO	PROG	.N/A	
YES	NO	PROG	.N/A	7. USE INFORMATION GAINED FROM ILLUSTRATION (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).
YES	NO	PROG	N/A	8 DESCRIBE THE LOGICAL CONNECTION BETWEEN PARTICULAR SENTENCES AND PARAGRAPHS IN A TEXT (E.G. COMPARISON, CAUSE/EFFECT, FIRST/SECOND/SECOND/THIRD IN A SEQUENCE).
YES	NO	PROG	N/A	9. COMPARE AND CONTRAST THE MOST IMPORTANT POINTS AND KEY DETAILS PRESENTED IN TWO TEXTS ON THE SAME TOPIC.

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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY RI.3.10

YES	NO	PROG	N/A	
				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.

WRITING STANDARDS

TEXT TYPES AND PURPOSES W.3.1, W3.2, W.3.3

YES	NO	PROG	N/A	
YES	NO	PROG	N/A	1. WRITE OPINION PIECES ON TOPICS OR TEXTS, SUPPORTING A POINT OF VIEW WITH REASONS.
YES	NO	PROG	N/A	A. INTRODUCE THE TOPIC OR TEXT THEY ARE WRITING ABOUT, STATE AN OPINION, AND CREATE AN ORGANIZATIONAL STRUCTURE THAT LISTS REASONS.
YES	NO	PROG	.N/A	B. PROVIDE REASONS THAT SUPPORT THE OPINION.
YES	NO	PROG	N/A	C. USE LINKING WORDS AND PHRASES (E.G. *BECAUSE, THEREFORE, SINCE, FOR EXAMPLE)* TO CONNECT OPINION AND REASONS.
YES	NO	PROG	N/A	D. PROVIDE A CONCLUDING STATEMENT OR SECTION.
YES	NO	PROG	N/A	2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE A TOPIC AND CONVEY IDEAS AND INFORMATION CLEARLY.
YES	NO	PROG	N/A	A. INTRODUCE A TOPIC AND GROUP RELATED INFORMATION TOGETHER; INCLUDE ILLUSTRATIONS WHEN USEFUL TO AIDING COMPREHENSION..
YES	NO	PROG	N/A	B. DEVELOP THE TOPIC WITH FACTS, DEFINITIONS, AND DETAILS.
YES	NO	PROG	N/A	C USE LINKING WORDS AND PHRASES (E.G. *ALSO, ANOTHER, AND, MORE, BUT)*TO CONNECT IDEAS WITHIN CATEGORIES OF INFORMATION.
YES	NO	PROG	N/A	D. PROVIDE A CONCLUDING STATEMENT OR SECTION.
YES	NO	PROG	N/A	3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, DESCRIPTIVE DETAILS AND CLEAR EVENT SEQUENCES
YES	NO	PROG	N/A	A. ESTABLISH A SITUATION AND INTRODUCE A NARRATOR AND/OR CHARACTERS; ORGANIZE AN EVENT SEQUENCE THAT UNFOLDS NATURALLY..
YES	NO	PROG	N/A	B. USE DIALOGUE AND DESCRIPTIONS OF ACTIONS, THOUGHTS, AND FEELINGS TO DEVELOP EXPERIENCES AND EVENTS OR SHOW THE RESPONSE OF CHARACTERS TO SITUATIONS.
YES	NO	PROG	N/A	C. USE TEMPORAL WORDS AND PHRASES TO SIGNAL EVENT ORDER.
YES	NO	PROG	N/A	D. PROVIDE A SENSE OF CLOSURE..

PRODUCTION AND DISTRIBUTION OF WRITING W.3.4, W.3.5, W.3.6

YES	NO	PROG	N/A	
YES	NO	PROG	N/A	4. WITH GUIDANCE& 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).
YES	NO	PROG	N/A	5. WITH GUIDANCE AND SUPPORT FROM PEERS AND ADULTS, DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, AND EDITING.
YES	NO	PROG	N/A	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., AND EDITING.

STUDENT: DATE:

RESEARCH TO BUILD KNOWLEDGE W.3.7, W.3.8, W.3.9 (BEGINS IN GRADE 4)

YES	NO	PROG	N/A	7. CONDUCT SHORT RESEARCH PROJECTS THAT BUILD KNOWLEDGE ABOUT A TOPIC.
YES	NO	PROG	N/A	8. RECALL INFORMATION FROM EXPERIENCES OR GATHER INFORMATION FROM PRINT AND DIGITAL SOURCES; TAKE BRIEF NOTES ON SOURCES AND SORT EVIDENCE INTO PROVIDED CATEGORIES. QUESTIONS.

RANGE OF WRITING W.3.10

YES	NO	PROG	N/A	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..

STANDARDS FOR SPEAKING AND LISTENING

COMPREHENSION AND COLLABORATION SL.3.1, SL.3.2, SL.3.3,

YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	B. FOLLOW AGREE-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).
YES	NO	PROG	N/A	C ASK QUESTIONS TO CHECK UNDERSTANDING OF INFORMATION PRESENTED, STAY ON TOPIC, AND LINK THEIR COMMENTS TO THE REMARKS OF OTHERS..
YES	NO	PROG	N/A	D. EXPLAIN THEIR OWN IDEAS AND UNDERSTANDING IN LIGHT OF THE DISCUSSION..
YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	3. ASK AND ANSWER QUESTIONS ABOUT INFORMATION FROM A SPEAKER, OFFERING APPROPRIATE ELABORATION AND DETAIL..

PRESENTATION OF KNOWLEDGE AND IDEAS SL.3.4, SL.3.5, SL.3.6

YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	5. CREATE ENGAGING AUDIO RECORDINGS OF STORIES OR POEMS THAT DEMONSTRATE FLUID READING AT AN UNDERSTANDABLE PACE; ADD VISUAL DISPLAYS WHEN APPROPRIATE TO EMPHASIZE OR ENHANCE CERTAIN FACTS OR DETAILS..
YES	NO	PROG	N/A	6. SPEAK IN COMPLETE SENTENCES WHEN APPROPRIATE TO TASK AND SITUATION IN ORDER TO PROVIDE REQUESTED DETAIL OR CLARIFICATION.

READING STANDARDS:

COMMON CORE STATE STANDARDS ~ READING
3ʳᵈ *Grade* CHECKLIST

STUDENT: DATE:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape, meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity.
10. Read and comprehend complex literary and informational texts independently and proficiently.

LANGUAGE STANDARDS:

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language (Begins in Grade 3)
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 & listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown & multiple-meaning words & phrases by using context clues, analyzing meaningful word parts, and consulting general & specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college & career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension

WRITING STANDARDS:

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

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event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism.

9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

Range of Writing

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

SPEAKING AND LISTENING STANDARDS:

Comprehension and Collaboration

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

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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