

CCRS for ELA and Reading Foundations for Level A

Reading <i>(Apply #1-9 to appropriately complex texts - see # 10.)</i>	Writing	Speaking & Listening	Language
<p>Anchor R1: Close Reading & Evidence Ask and answer questions about key details in a text.</p> <p>Anchor R2: Main Ideas, Development, & Summaries Identify the main topic and retell key details of a text.</p> <p>Anchor R3: Analysis of connections & development over a text Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Anchor R4: Word meaning and choice Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Anchor R5: Text structure analysis Know and use various text features (<i>e.g., headings, tables of contents, glossaries, electronic menus, icons</i>) to locate key facts or information in a text.</p> <p>Anchor R6: Assess how point of view or purpose shapes the content and style of a text. <i>Nothing at Level A</i></p> <p>Anchor R7: Take in and evaluate information from diverse media and formats Use the illustrations and details in a text to describe its key ideas (<i>e.g., maps, charts, photographs, political cartoons, etc.</i>).</p> <p>Anchor R8: Claims, Evidence, Reasoning Identify the reasons an author gives to support points in a text.</p> <p>Anchor R9: Multiple text analysis Identify basic similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>).</p> <p>Anchor R10: Complexity Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Anchor W1: Argumentative Writing & Evidence <i>Nothing at Level A</i></p> <p>Anchor W2: Informative/Explanatory Writing Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Anchor W3: Narrative writing 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.</p> <p>Anchor W4: Clear, coherent, and appropriately styled writing <i>Nothing at Level A</i></p> <p>Anchor W5: Writing Process With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Anchor W6: Technology for interaction, collaboration, writing production & publication With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>Anchor W7: Research product Participate in shared research and writing projects (<i>e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions</i>).</p> <p>Anchor W8: Research process, anti-plagiarism With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Anchor W9: Evidence for analysis, reflection, and research. (<i>Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.</i>) <i>Note: This standard does not begin until grade 4 in the Common Core State Standards.</i></p>	<p>Anchor SL1: Conversations & Collaborations Participate in collaborative conversations with diverse partners in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (<i>e.g., listening to others with care, speaking one at a time about the topics and texts under discussion</i>). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. <p>Anchor SL2: Take in and evaluate information from diverse media and formats 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.</p> <p>Anchor SL3: Evaluate a speaker Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Anchor SL4: Presentations with clear reasoning and evidence Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Anchor SL5: Visual presentations, multimedia <i>Nothing at Level A</i></p> <p>Anchor SL6: Adapt speech / formal English Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. (<i>See Language standards 1 and 3.</i>)</p>	<p>Anchor L1: Grammar & usage Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (<i>e.g., He hops; We hop</i>). Use personal, possessive, and indefinite pronouns (<i>e.g., I, me, my; they, them, their; anyone, everything</i>). Use verbs to convey a sense of past, present, and future (<i>e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). Use frequently occurring adjectives. Use frequently occurring nouns and verbs. Use frequently occurring conjunctions (<i>e.g., and, but, or, so, because</i>). Use determiners (<i>e.g., articles, demonstratives</i>). Use frequently occurring prepositions (<i>e.g., during, beyond, toward</i>). Understand and use question words (interrogatives) (<i>e.g., who, what, where, when, why, how</i>). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>Anchor L2: Capitalization, punctuation, and spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Capitalize dates and names of people. Recognize and name end punctuation. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>Anchor L3: Language Choices for style, tone, and message <i>Note: This standard does not begin until grade 2 in the Common Core State Standards.</i></p> <p>Anchor L4: Vocabulary meaning and process Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (<i>e.g., look</i>) and their inflectional forms (<i>e.g., looks, looked, looking</i>). With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (<i>e.g., colors, clothing</i>) to gain a sense of the concepts the categories represent. 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>). Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>). 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>Anchor L5: Figurative language, word relationships, and nuances With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (<i>e.g., colors, clothing</i>) to gain a sense of the concepts the categories represent. 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>). Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>). 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>Anchor L6: Content Vocabulary acquisition & use 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 (<i>e.g., because</i>).</p>
<p>Reading Standards: Foundational Skills for Level A</p> <p>The Reading Standards: Foundational Skills are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Read common high-frequency words by sight (<i>e.g., the, of, to, you, she, my, is, are, do, does</i>). Recognize and read grade-appropriate irregularly spelled words. 			