

FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF CONTRACTS, GRANTS AND PROCUREMENT
MANAGEMENT SERVICES
325 West Gaines Street
332 Turlington Building
Tallahassee, Florida 32399-0400

Addendum #1

BID NO.: ITN 2012-48

**DEVELOPMENT OF COMMON CORE READING SCREENING
AND DIAGNOSTIC ASSESSMENT SYSTEM**

APRIL 30, 2012

This addendum is being issued to provide the Answers to Questions submitted timely by vendors during the Question and Answers period.

Please be advised all questions are keyed as submitted.

FSU/Florida Center for Reading Research:

1. What is included in Attachment 8? (as it was not included in the bid document posted)

This document is the Common Core State Standards Foundational Skills. It is attached.

2. Will the PMRN continue to be hosted at the Northwest Regional Data Center?

Yes.

3. What is the Department's online editor review system as referenced on page 17 of the ITN?

The online editor review system will be provided by the Department. Passages will be uploaded into the system through a web based interface and will be reviewed by Department reading experts. Passages will either be approved or feedback will be provided which will be addressed by the vendor. Ultimately, all passages will be required to be approved by the Department through this system.

4. What is the process by which the assessment will be posted and beta tested via PMRN?

This will be conducted through a process that is not included in this ITN.

5. Does the contractor have any responsibilities for this function other than submitting the assessment in the prescribed format (i.e., HTML and ADA compliant)?

No. This contract is for the development of items.

6. Has the Department determined what formula for readability levels will be used?

At a minimum the Department would like a Lexile level, passages rated by SourceRater, Flesh-Kincaid level and ATOS.

7. Who is the intended audience for the paper and pencil version of the assessment?

Teachers will administer the assessment in grades 3-12 to ascertain where comprehension or decoding is breaking down.

8. Are the administration manuals required to include information for both methods of administration (i.e., paper and pencil vs. computer)?

Yes.

9. Is there a specific format for the paper and pencil forms of the grades 3-10 assessments?

Word with conversion documents in PDF

10. What is the length of time the vendor will be expected to maintain the content after the funding period as referenced in the Year 1 deliverable on page 19?

The content is owned by the Department. The developer is not expected to maintain the content after it is accepted by the Department.

11. Does the Department expect the vendor to provide helpdesk and technical support for districts and schools or will those functions be handled through the PMRN?

The vendor is contracted for the development of the content only.

12. Is there an expectation to link the new assessment to previous PMRN assessments of reading comprehension in grades 3-10?

No.

13. Screening assessments are typically aligned to a specific outcomes test. What is the expected alignment for the 3-10 reading comprehension screen?

The expected outcome of the screen in grades 3-10 is to inform instruction in relationship to meeting the end of year standards of the Common Core State Standards. The assessment cannot be linked to outcomes of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, for example, because the cut scores will not have been established.

14. What are the expected score types for the K-2 test and the 3-10 reading comprehension screen?

The score types in grades K-2 is an expected success level at the 40th and 50th percentile on the Stanford Achievement Test 10th edition. Also reported will be correct vs. incorrect on any diagnostic inventory. In grades 3-10 the score types will be correct vs. incorrect on each passage for each item with sample correct responses for each item.

15. Ms. Fields, regarding the above referenced ITN, if Florida State University desires to respond to this, will we, as a governmental entity of the state of Florida, be required to provide a performance bond?

No. Florida state universities are exempt from the performance bond requirement. The following language is added to **Section 6.14 Performance Bond**: A performance bond is not required from Florida state universities. The surety bond shall state that it will provide for payment of liquidated damages.

16. Is the Dept. of Ed. measure of text complexity going to be on a developmental scale?

Quantitative scale is located on page 55 of the attachment.

Qualitative scale is based on the application of the attached rubric meeting the standards set forth in the Common Core State Standards page 6, Appendix A (attached)

16. Is there an expectation to produce a student reader index which is related to the measure of text complexity?

The expectation only pertains when applicable to a readability formula.

17. Are there two sets of documents required (technical manuals for K-2 and 3-12 and User's Guides for K-2 and 3-12)?

Yes.

18. Is the ITN only for content development and alignment to the SAT-10 and development of the PD materials or is it also for the development of reports to be generated by the PMRN?

The ITN pertains to content development only.

Pearson Publishing

Question 1. Citation(s): Pages 11 & 12

Section 5.2.1(2), page 11 indicates that respondents should provide at least 5 references. Section 5.2.2. indicates that respondents should provide at least 3 references. Please clarify the required number of references.

Respondents shall submit a minimum of three references and a maximum of five.

Question 2. Citation(s): Page 15, Paragraph 6.14, Performance Bond

Paragraph 6.14 indicates that the Performance Bond shall be “in the amount of 100% of the amount of the annual award.” Contractor presumes this means the Performance bond shall be annually renewable in an amount equal to the price for that contract year. Is this correct? If not, please clarify.

This assumption is correct.

Question 3. Citation(s): Page 16, Section 7.0, Scope of Services

Section makes reference to the content being hosted within the PMRN, and the deliverables noted and price reply all relate to the development of new content. 1) Please confirm that the scope of work for the ITN is entirely related to the development of content aligned to the ELA Common Core State Standards. 2) Please also confirm that no systems development, refinement, hosting, or management are to be delivered as part of the scope of work and that respondents may assume that the new content is to be hosted and the assessments administered through a pre-existing platform. 3) Please define the working relationships among the Department, the respondent for this new content development effort and the entity responsible for maintaining the PMRN assessment platform.

The scope of work for the ITN is entirely related to the development of content aligned to the ELA Common Core State Standards

No systems development, refinement, hosting, or management are to be delivered as part of the scope of work and that respondents may assume that the new content is to be hosted and the assessments administered through a pre-existing platform.

The Department is responsible for integrating the content into the PMRN.

Question 4. Citation(s): Pages 17, Section 7.0, Scope of Services

Item 1 (first appearance on the page) notes that content “must be delivered through a Department online editor review system.” Please provide additional details and specifications on this system.

The online editor review system will be provided by the Department. Passages will be uploaded into the system through a web based interface and will be reviewed by Department reading experts. Passages will either be approved or feedback will be provided which will be addressed by the vendor. Ultimately, all passages will be required to be approved by the Department through this system.

Question 5. Citation(s): Pages 18, Section 7.0, Scope of Services

Item 10 makes reference to “System update e-mail messages for users.” This requirement seems incongruent with the overall scope of work, which is to develop newly-aligned content. Please provide input on what is expected of the respondent for this requirement.

“Item 10 is hereby deleted and no longer required by this ITN.”

Question 6. Citation(s): Pages 18, Section 7.0, Scope of Services

Item 2 (second appearance) notes that “open-ended tasks” are to be developed. Should respondents assume that scoring rubrics must also be supplied, to assist teachers in scoring these tasks?

Yes.

Question 7. Citation(s): Pages 17-19, Section 7.0, Scope of Services

Each of the sections related to the K-2 or 3-10 diagnostic assessments makes some mention of professional development, with “professional development” used in some instances and “professional development toolkit” in others. Does the Department expect the respondent to deliver any face to face or virtual/proctored professional development sessions for this effort? If so, please provide the Department’s expectations, in terms of number of sessions and expected attendance.

The Contractor will prepare the PowerPoint with speaker’s notes to explain the functionality of the assessment process. The Department will deliver the content along with professional development about reading assessments.

Question 7. Citation(s): Pages 17-18, Section 7.0, Scope of Services

Several of the sections related to the K-2 or 3-10 diagnostic assessments makes some mention of “Passages rated for text complexity.” Does the Department currently use or have a preferred text complexity metric, tool or application? If so, please provide additional details and specifications on this metric, tool or application.

Quantitative scale is located on page 55 of attachment

Qualitative scale is based on the application of the attached rubric meeting the standards set forth in the Common Core State Standards page 6 Appendix A (attached) The Department would like at a minimum a Lexile level, passages rated by SourceRater, Flesh-Kincaid level and ATOS.

Question 8. Citation(s): General ownership query

Except for the 34 CFR § 80.34 discussion provided in section 3.1 on page 6, no specific guidance is provided on the Department's thoughts regarding content ownership. 1) Is it the Department's anticipation that custom content be will newly created for this effort? 2) To provide for a potentially more economical offer, is the Department open to a licensing arrangement for newly created content? 3) Is the Department opposed to the use of proprietary content, under perpetual license?

The Department is seeking customized new content solely owned by the Department, but is open to items 2 and 3.

Potential proposers have 72 hours from posting of addenda to protest the requirements of each addendum. Failure to file a protest within the time prescribed in Section 120.57(3), or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes.

YOUR REPLY WILL NOT BE COMPLETE WITHOUT THIS PAGE SIGNED AND INCLUDED!

Vendor Name – *written*: _____

Authorized Signature: _____

Authorized Signature (manual): _____

Mailing Address: _____

City, State & Zip Code: _____

Telephone: _____ Facsimile: _____ E-Mail Address: _____

ATTACHMENT '8'

COMMON CORE STATE STANDARD FOUNDATIONAL SKILLS

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects



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Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K-12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

June 2, 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students’ literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students’ growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

¹The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

²As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.
5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.
6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area-specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading

to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.



STANDARDS FOR

English Language Arts

&

**Literacy in History/Social Studies,
Science, and Technical Subjects**

K-5

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literature K-5

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

Kindergartners:		Grade 1 students:		Grade 2 students:	
Key Ideas and Details					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2.	With prompting and support, retell familiar stories, including key details.	2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3.	With prompting and support, identify characters, settings, and major events in a story.	3.	Describe characters, settings, and major events in a story, using key details.	3.	Describe how characters in a story respond to major events and challenges.
Craft and Structure					
4.	Ask and answer questions about unknown words in a text.	4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5.	Recognize common types of texts (e.g., storybooks, poems).	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.	5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6.	Identify who is telling the story at various points in a text.	6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas					
7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7.	Use illustrations and details in a story to describe its characters, setting, or events.	7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9.	Compare and contrast the adventures and experiences of characters in stories.	9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity					
10.	Actively engage in group reading activities with purpose and understanding.	10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	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.

Reading Standards for Literature K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a 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.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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).	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).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
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.	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.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
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).	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.	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).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
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).	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.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
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.	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.	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.

Reading Standards for Informational Text K-5

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
5. Identify the front cover, back cover, and title page of a book.	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.	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.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
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).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of 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.

Reading Standards for Informational Text K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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.	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.	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.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	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.	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.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
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).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	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.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	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).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		
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.	10. By the end of 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.	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.

Reading Standards: Foundational Skills (K–5)

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

Note: *In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:

Grade 1 students:

Print Concepts

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. | <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
|--|---|

Phonological Awareness

- | | |
|---|--|
| <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
|---|--|

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

Reading Standards: Foundational Skills (K–5)

Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency		
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills (K–5)

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency		
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

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

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Writing Standards K–5

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

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	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.	1. Write opinion pieces in which they introduce the topic or 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.
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.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	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.
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.	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.	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.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	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.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).	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).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Writing Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons. Provide a concluding statement or section. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). Provide a concluding statement or section related to the opinion presented. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented.
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
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.)	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.)	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.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
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.	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.	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.
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	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.	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.
9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> 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]”).
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 discipline-specific tasks, purposes, and audiences.	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.	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.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards K-5

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

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). 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. 	1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
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.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	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.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	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, and feelings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Speaking and Listening Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, 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>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, 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>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, 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 by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>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.</p>	<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas		
<p>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.</p>	<p>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 main ideas or themes; speak clearly at an understandable pace.</p>	<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>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.</p>	<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards K-5

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 	<p>1. 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 (e.g., <i>He hops; We hop</i>). Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). 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>). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>).
<p>2. 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>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. 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>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Standards K-5

Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Compare formal and informal uses of English.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. 	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <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 (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). 	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. 	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings. 	5. Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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>).	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>).

Language Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)*. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. 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>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.

Language Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English. 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<p>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>).</p>	<p>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</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>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</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

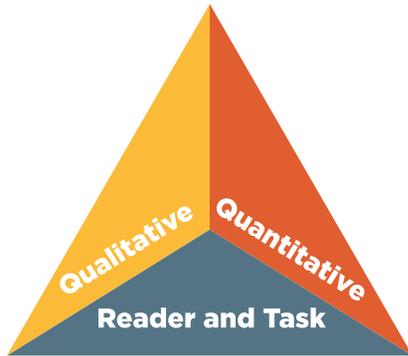
*Subsumed by L.7.3a

†Subsumed by L.9–10.1a

‡Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	<ul style="list-style-type: none"> ▪ <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* ▪ <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) ▪ <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) ▪ <i>A Story, A Story</i> by Gail E. Haley (1970)* ▪ <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)* 	<ul style="list-style-type: none"> ▪ <i>My Five Senses</i> by Ailiki (1962)** ▪ <i>Truck</i> by Donald Crews (1980) ▪ <i>I Read Signs</i> by Tana Hoban (1987) ▪ <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* ▪ <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1*	<ul style="list-style-type: none"> ▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* ▪ <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ <i>Frog and Toad Together</i> by Arnold Lobel (1971)** ▪ <i>Hi! Fly Guy</i> by Tedd Arnold (2006) 	<ul style="list-style-type: none"> ▪ <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ <i>Starfish</i> by Edith Thacher Hurd (1962) ▪ <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** ▪ <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2-3	<ul style="list-style-type: none"> ▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ <i>Charlotte's Web</i> by E. B. White (1952)* ▪ <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) ▪ <i>Tops and Bottoms</i> by Janet Stevens (1995) ▪ <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001) 	<ul style="list-style-type: none"> ▪ <i>A Medieval Feast</i> by Ailiki (1983) ▪ <i>From Seed to Plant</i> by Gail Gibbons (1991) ▪ <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* ▪ <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) ▪ <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	<ul style="list-style-type: none"> ▪ <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) ▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888) ▪ <i>The Black Stallion</i> by Walter Farley (1941) ▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009) 	<ul style="list-style-type: none"> ▪ <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) ▪ <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) ▪ <i>A History of US</i> by Joy Hakim (2005) ▪ <i>Horses</i> by Seymour Simon (2006) ▪ <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K-2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2-3	4-5
<p>The Human Body</p> <p>Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.</p>	<p>The five senses and associated body parts</p> <ul style="list-style-type: none"> • <i>My Five Senses</i> by Ailiki (1989) • <i>Hearing</i> by Maria Rius (1985) • <i>Sight</i> by Maria Rius (1985) • <i>Smell</i> by Maria Rius (1985) • <i>Taste</i> by Maria Rius (1985) • <i>Touch</i> by Maria Rius (1985) <p>Taking care of your body: Overview (hygiene, diet, exercise, rest)</p> <ul style="list-style-type: none"> • <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001) • <i>Get Up and Go!</i> by Nancy Carlson (2008) • <i>Go Wash Up</i> by Doering Tourville (2008) • <i>Sleep</i> by Paul Showers (1997) • <i>Fuel the Body</i> by Doering Tourville (2008) 	<p>Introduction to the systems of the human body and associated body parts</p> <ul style="list-style-type: none"> • <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007) • <i>Me and My Amazing Body</i> by Joan Sweeney (1999) • <i>The Human Body</i> by Gallimard Jeunesse (2007) • <i>The Busy Body Book</i> by Lizzy Rockwell (2008) • <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004) <p>Taking care of your body: Germs, diseases, and preventing illness</p> <ul style="list-style-type: none"> • <i>Germs Make Me Sick</i> by Marilyn Berger (1995) • <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005) • <i>Germ Stories</i> by Arthur Kornberg (2007) • <i>All About Scabs</i> by GenichiroYagu (1998) 	<p>Digestive and excretory systems</p> <ul style="list-style-type: none"> • <i>What Happens to a Hamburger</i> by Paul Showers (1985) • <i>The Digestive System</i> by Christine Taylor-Butler (2008) • <i>The Digestive System</i> by Rebecca L. Johnson (2006) • <i>The Digestive System</i> by Kristin Petrie (2007) <p>Taking care of your body: Healthy eating and nutrition</p> <ul style="list-style-type: none"> • <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) • <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) <p>Muscular, skeletal, and nervous systems</p> <ul style="list-style-type: none"> • <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009) • <i>Muscles</i> by Seymour Simon (1998) • <i>Bones</i> by Seymour Simon (1998) • <i>The Astounding Nervous System</i> Crabtree Publishing (2009) • <i>The Nervous System</i> by Joelle Riley (2004) 	<p>Circulatory system</p> <ul style="list-style-type: none"> • <i>The Heart</i> by Seymour Simon (2006) • <i>The Heart and Circulation</i> by Carol Ballard (2005) • <i>The Circulatory System</i> by Kristin Petrie (2007) • <i>The Amazing Circulatory System</i> by John Burstein (2009) <p>Respiratory system</p> <ul style="list-style-type: none"> • <i>The Lungs</i> by Seymour Simon (2007) • <i>The Respiratory System</i> by Susan Glass (2004) • <i>The Respiratory System</i> by Kristin Petrie (2007) • <i>The Remarkable Respiratory System</i> by John Burstein (2009) <p>Endocrine system</p> <ul style="list-style-type: none"> • <i>The Endocrine System</i> by Rebecca Olien (2006) • <i>The Exciting Endocrine System</i> by John Burstein (2009)



STANDARDS FOR

English Language Arts

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literature 6-12

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

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
2. Determine a 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.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a 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.
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.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
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.	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.	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.
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.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	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.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	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.

Reading Standards for Literature 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to 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.	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).	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.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
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.	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.	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.
Range of Reading and Level of Text Complexity		
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.	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.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Standards for Literature 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 students:	Grades 11-12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
2. Determine a theme or central idea of a text and analyze in detail 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.	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.
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.	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).
Craft and Structure	
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).	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.)
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.	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 comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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.	6. Analyze a case in which 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).
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a 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>).	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.)
8. (Not applicable to literature)	8. (Not applicable to literature)
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).	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.
Range of Reading and Level of Text Complexity	
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.	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.

Reading Standards for Informational Text 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
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.	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.	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.
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).	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).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	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.	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.
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.	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.	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.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	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.	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.
Integration of Knowledge and Ideas		
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.	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).	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.
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.	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.	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.
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).	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.	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.
Range of Reading and Level of Text Complexity		
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.	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.	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.

Reading Standards for Informational Text 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
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.	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.
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.	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.
Craft and Structure	
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).	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).
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).	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.
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.	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.
Integration of Knowledge and Ideas	
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.	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.
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.	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., <i>The Federalist</i> , presidential addresses).
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.	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.
Range of Reading and Level of Text Complexity	
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.	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.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

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

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 	<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> a. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate 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. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> a. 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. 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. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
<p>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.</p>	<p>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 point of view 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 capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>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 point of view 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, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
Production and Distribution of Writing		
<p>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.)</p>	<p>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.)</p>	<p>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.)</p>
<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p>	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

Writing Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	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.
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.	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.	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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grade 6 Reading standards</i> 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”). Apply <i>grade 6 Reading standards</i> 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”). 	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grade 7 Reading standards</i> 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”). Apply <i>grade 7 Reading standards</i> 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”). 	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grade 8 Reading standards</i> 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”). Apply <i>grade 8 Reading standards</i> 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”).
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 discipline-specific tasks, purposes, and audiences.	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.	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.

Writing Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:

Grades 11–12 students:

Text Types and Purposes

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
 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. <ol style="list-style-type: none"> a. 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. 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 appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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). | <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
 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. <ol style="list-style-type: none"> a. 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. 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 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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). |
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Writing Standards 6–12

Grades 9–10 students:**Grades 11–12 students:****Text Types and Purposes (continued)**

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| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol 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. | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol 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. |
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Production and Distribution of Writing

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| <p>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.)</p> | <p>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.)</p> |
| <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p> | <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> |
| <p>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.</p> | <p>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.</p> |

Research to Build and Present Knowledge

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| <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> |

Writing Standards 6–12

Grades 9–10 students:

Grades 11–12 students:

Research to Build and Present Knowledge (continued)

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| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> 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 <i>grades 9–10 Reading standards</i> 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”).</p> | <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> 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 <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p> |
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Range of Writing

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| <p>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.</p> | <p>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.</p> |
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College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Speaking and Listening Standards 6-12

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, 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>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. 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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>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.</p>
Presentation of Knowledge and Ideas		
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>

Speaking and Listening Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 students:

Grades 11-12 students:

Comprehension and Collaboration

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| <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and 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.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and 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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. 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.</p> <p>d. 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.</p> |
| <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> | <p>2. Integrate multiple sources of information presented in diverse formats and media (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.</p> |
| <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> | <p>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.</p> |

Presentation of Knowledge and Ideas

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| <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> |
| <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> | <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)</p> |

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 6-12

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)*. e. 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>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
<p>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>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</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly. 	<p>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 (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.* 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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).

Language Standards 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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). 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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). 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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).
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
<p>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.</p>	<p>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.</p>	<p>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.</p>

Language Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:

Grades 11–12 students:

Conventions of Standard English

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| <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use a semicolon (and perhaps 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. | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 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. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
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Knowledge of Language

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|---|---|
| <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|---|---|

Language Standards 6-12

Grades 9-10 students:

Grades 11-12 students:

Vocabulary Acquisition and Use

- | | |
|--|---|
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <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).</p> | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <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).</p> |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> | <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> |
| <p>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.</p> | <p>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.</p> |

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)								
	3	4	5	6	7	8	9-10	11-12	
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.									
L.3.3a. Choose words and phrases for effect.									
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.									
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).									
L.4.3a. Choose words and phrases to convey ideas precisely.*									
L.4.3b. Choose punctuation for effect.									
L.5.1d. Recognize and correct inappropriate shifts in verb tense.									
L.5.2a. Use punctuation to separate items in a series.†									
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.									
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).									
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.									
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.									
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡									
L.6.3b. Maintain consistency in style and tone.									
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.									
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.									
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.									
L.9-10.1a. Use parallel structure.									

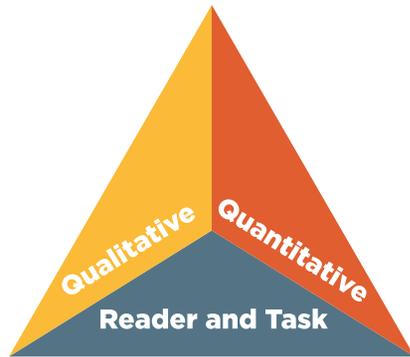
* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a

Standard 10: Range, Quality, and Complexity of Student Reading 6-12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6-12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6-8	<ul style="list-style-type: none"> ▪ <i>Little Women</i> by Louisa May Alcott (1869) ▪ <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) ▪ “The Road Not Taken” by Robert Frost (1915) ▪ <i>The Dark Is Rising</i> by Susan Cooper (1973) ▪ <i>Dragonwings</i> by Laurence Yep (1975) ▪ <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) 	<ul style="list-style-type: none"> ▪ “Letter on Thomas Jefferson” by John Adams (1776) ▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) ▪ “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) ▪ <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) ▪ <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)
9-10	<ul style="list-style-type: none"> ▪ <i>The Tragedy of Macbeth</i> by William Shakespeare (1592) ▪ “Ozymandias” by Percy Bysshe Shelley (1817) ▪ “The Raven” by Edgar Allan Poe (1845) ▪ “The Gift of the Magi” by O. Henry (1906) ▪ <i>The Grapes of Wrath</i> by John Steinbeck (1939) ▪ <i>Fahrenheit 451</i> by Ray Bradbury (1953) ▪ <i>The Killer Angels</i> by Michael Shaara (1975) 	<ul style="list-style-type: none"> ▪ “Speech to the Second Virginia Convention” by Patrick Henry (1775) ▪ “Farewell Address” by George Washington (1796) ▪ “Gettysburg Address” by Abraham Lincoln (1863) ▪ “State of the Union Address” by Franklin Delano Roosevelt (1941) ▪ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) ▪ “Hope, Despair and Memory” by Elie Wiesel (1997)
11-CCR	<ul style="list-style-type: none"> ▪ “Ode on a Grecian Urn” by John Keats (1820) ▪ <i>Jane Eyre</i> by Charlotte Brontë (1848) ▪ “Because I Could Not Stop for Death” by Emily Dickinson (1890) ▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) ▪ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) ▪ <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) ▪ <i>The Namesake</i> by Jhumpa Lahiri (2003) 	<ul style="list-style-type: none"> ▪ <i>Common Sense</i> by Thomas Paine (1776) ▪ <i>Walden</i> by Henry David Thoreau (1854) ▪ “Society and Solitude” by Ralph Waldo Emerson (1857) ▪ “The Fallacy of Success” by G. K. Chesterton (1909) ▪ <i>Black Boy</i> by Richard Wright (1945) ▪ “Politics and the English Language” by George Orwell (1946) ▪ “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6-12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.



STANDARDS FOR

**Literacy in
History/Social Studies,
Science, and Technical Subjects**

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or 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 formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6–12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	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.	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.
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.	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.	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.
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).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
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.	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 studies.	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 <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	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.
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).	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 respective accounts.	6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	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.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
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.	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.	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.

Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	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.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	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.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	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.	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.
Craft and Structure		
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 <i>grades 6-8 texts and topics</i> .	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 <i>grades 9-10 texts and topics</i> .	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 <i>grades 11-12 texts and topics</i> .
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.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	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.
Integration of Knowledge and Ideas		
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).	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.	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.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	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.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	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.	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.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

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

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> 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. 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 and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> 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. 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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. 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. 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 provided (e.g., articulating implications or the significance of the topic). 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> 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. 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 varied transitions and sentence structures 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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. 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).
<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
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.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.	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.	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.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	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.	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.
Research to Build and Present Knowledge		
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.	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.	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.
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.	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.	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.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
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.	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.	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.

Common Core Standards
Qualitative Features of Text Complexity Explained
Companion to the Qualitative Dimensions Scale
Taken from CCS ELA Appendix A (p. 6)

(To be consulted in filling out the rubric and in conjunction with anchor texts)

Structure (could be story structure and/or form of piece)

- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional
- Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics → sophisticated graphics
- Graphics unnecessary or merely supplemental to understanding the text → Graphics essential to understanding the text and may provide information not elsewhere provided

Language Demands: Conventuality and Clarity

- Literal → Figurative or ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General Academic and domain specific
- Light vocabulary load¹: few unfamiliar or academic words → Many words unfamiliar and high academic vocabulary present
- Sentence structure ²straightforward → Complex and varied sentence structures

Knowledge Demands: Life Experience (literary texts)

- Simple theme → Complex or sophisticated themes
- Single theme → Multiple themes
- Common everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective → Multiple perspectives
- Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own

Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)

- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)

- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

Levels of Meaning (chiefly literary texts) or Purpose (chiefly informational texts)

- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

¹ Though vocabulary can be measured by quantifiable means, it is still a feature for careful consideration when selecting texts

² Though sentence length is measured by quantifiable means, sentence complexity is still a feature for careful consideration when selecting texts

Generating Questions from Considering Qualitative Dimensions of Complexity

Name of Question Designer: _____

Grade/ Band: _____

Name of Text: _____

Narrative/Poetry/Hybrid/Informational/Other _____

Category	Notes and comments on text features in each category	What questions could you ask students for instruction?
Structure: (both story structure or form of piece)		
Language Clarity and Conventions (including vocabulary load)		
Knowledge Demands (life, content, cultural/literary)		
Levels of Meaning/ Purpose		
Overall placement: ___simple ___moderate ___complex	When reflecting on this text, which category trumps the others?	What culminating question or task can be used to follow-up?

Measures of Text Difficulty:

Testing their Predictive Value for Grade Levels and Student Performance

Jessica Nelson, Charles Perfetti,
David Liben, and Meredith Liben

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1 Executive Summary

The Common Core State Standards draw attention to the need for students to engage with texts of appropriate complexity throughout schooling. This goal requires valid and reliable measures of text complexity that can guide curriculum decisions, assist assessment development, and support the efforts of educational publishers to meet complexity guidelines. This report addresses the extent to which current measures of text complexity meet this requirement.

The study assessed the capabilities of six text difficulty metrics to predict reference measures of text difficulty. These six metrics were as follows: Lexile (MetaMetrics), ATOS (Renaissance Learning), Degrees of Reading Power: DRP Analyzer (Questar Assessment, Inc.), REAP (Carnegie Mellon University), SourceRater (Educational Testing Service), and the Pearson Reading Maturity Metric (Pearson Knowledge Technologies). Additionally, the study included a seventh metric (Coh-Matrix, University of Memphis) that provides multiple indices of text difficulty. All these metrics use measures of word difficulty (frequency, length) and sentence length. Some metrics add other features of words, sentence syntax, and text cohesion, creating a broader range of text and linguistic measures. To assess the value of these metrics in ordering texts according to difficulty, we acquired five sets of texts as reference measures. These included 1) the set of exemplar texts that were placed into grade levels by education experts and published as Appendix B of the Common Core Standards, 2) a set of standardized state test passages, 3) passages from the Stanford Achievement Test (SAT-9), 4) comprehension passages from the Gates-MacGinitie Reading Test, and 5) passages from the MetaMetrics Oasis platform used for student practice. In addition, Rasch scores, which reflect student performance, were obtained for both the SAT-9 and Gates-MacGinitie passages. Thus, reference measures included both measures of grade level and measures of student performance against which to test the text difficulty metrics.

The general form of these tests was the rank order correlation (Spearman's *Rho*) between the text difficulty measures provided by the metrics and those provided by the reference measures. These correlations constitute the main results of the study.

The results established the value of the text difficulty metrics in predicting student performance (Rasch Scores) on the Stanford and Gates-MacGinitie passages. These correlations were impressively high

MEASURES OF TEXT DIFFICULTY

for both tests, between .74 and .81 for five of the six metrics for the Gates-MacGinitie. (The exception was the REAP metric, which tended to produce low correlations across most reference measures.) More variability was observed for grade level measures, especially for the Common Core exemplar texts and the standardized state tests. For example, correlations for the latter ranged across the metrics from .59 to .79. Generally, for these grade level measures, the metrics that included the broader range of linguistic and text measures produced higher correlations than the measures that used word difficulty and sentence length measures.

Two other sources of variability were observed. The metrics produced higher correlations for informational texts than narrative texts across the two reference measures that made this distinction. However, on one of these two comparisons, the Reading Maturity Metric did well on both text types. The second source of variability was the discrimination among grade levels over the entire range of grades. The metrics tended to discriminate better among the lower grades than among the higher grades.

The results have implications for education. One is the viability of text difficulty metrics as guides to curriculum and assessment standards. The metrics studied can support the goal of the Common Core Standards to increase student achievement by reducing the large gap that currently exists between typical high school level and college texts (ACT, Inc., 2006; ACT, Inc., 2009). In addition to the practical value of the metrics that provide a single quantitative index of text difficulty, the finer grain analysis of texts, which could be of value for curriculum decisions and for research on text complexity, is demonstrated by measures (e.g. Coh-Metrix) that provide multi-dimensional descriptors of text complexity.

2 Background

This study was undertaken in support of the Common Core State Standards' emphasis on students reading texts of appropriate complexity. This emphasis and the research base for it are described in detail in Appendix A of the Common Core Standards for English Language Arts (CCSSO, 2010).

In order for stakeholders to identify and select texts of appropriate complexity for each grade and band level and to better understand the nature of complex text, measures of text complexity that are validated by research are needed. Furthermore, there is a critical need for these tools to help stakeholders identify what makes texts complex, what makes reading difficult for students, and whether these two are the same.

At the time the Standards were released (June 2010), the need for further research into text complexity measurement was acknowledged by the Council of Chief State School Officers (CCSSO, 2010), one of the initiators of the Common Core Standards. Seven groups who had developed text analysis tools were identified and all agreed to participate in this study, undertaken between September 2010 and August 2011.

As a condition of participating, each group committed to offering transparency in revealing both the text features it analyzed and the general means of analysis. Each group also agreed to make available a version of its analysis tool that could be adapted for public access at the individual user level and be relatively user-friendly in that role. Appendix D lists each tool and how to access the public version of the analyzer. Furthermore, it was required that the analysis tool be valid, reliable, and able to calibrate text difficulty by grade or band level to match the Common Core Standards' demand for appropriate text complexity by grade (band) levels.

What follows is the report on the research and results of the study of quantitative measures of text difficulty.

3 Research Study Questions and Aims

The goal of this research was to evaluate text analysis tools that can measure text complexity quantitatively with reliability and validity.

Besides the central question of which tools function best for this purpose, other questions have surfaced. One is whether additional features of text, such as vocabulary and cohesion features, can be measured to yield practical and predictive information about text beyond sentence length and word difficulty. Another is the question of how well objective features that make text complex are the same features that make text difficult for readers. Does this predictability change at different grade levels? Last, narrative literature offers particular challenges to quantitative assessment (CCSSO, 2010, p. Appendix A), so it was of particular interest to examine the predictive abilities of the analyzer tools with both informational and narrative text.

4 Study Methods

4.1 Performance Evaluation Methods

We assessed the measures provided by the text analysis tools (henceforth referred to as “metrics”) by computing the correlations between each metric and an independent second estimate of passage difficulty, which we refer to as a “reference measure”. Reference measures included grade levels and scores based on student comprehension of the passages acquired for five sets of text passages described below.

For these correlations, we report the non-parametric Spearman’s rank correlation coefficient (ρ) rather than the Pearson’s product moment correlation (r). (For reference, Pearson’s correlations are provided in Appendix B). The rank order correlation accommodates a wide range of possible underlying data distributions. Thus, ρ is less sensitive to outliers, indifferent to non-normality in the data, and makes no assumption that the reference measures comprise an equal interval scale. It assumes only that the relation between the two measures can be described by a monotonic function. Thus, ρ describes the extent to which each metric ranks text difficulty in the same order as the reference measure.

We used a Fisher r -to- z transformation to compute 95% confidence intervals for the correlation coefficients (Caruso & Cliff, 1997). The confidence intervals are interpreted as the range of the “true” correlations to be expected in the populations of reference measures being sampled. The confidence intervals are entirely dependent on the sample size (e.g. number of texts) and the observed value of ρ . Datasets with more texts, as well as higher values of ρ , will have shorter confidence intervals, and shorter confidence intervals are less likely to show overlap. Generally, in the data we report below, there is substantial overlap in the confidence interval for one metric and the confidence interval for any of the others metrics.

In addition to these correlations, we describe the degree of automaticity of each tool. Although all tools will compute a measure for any given text, some degree of text “cleaning” prior to applying the tool can provide more meaningful results. For example, images, headings, misspellings, lists, footnotes, and non-ASCII characters may need to first be removed or corrected. This may be done either by hand or

automatically. If significant manual effort is required for the tool to work, the tool will not be as scalable for broader use as a more automatic tool will be.

Below, we first provide a description of each of the metrics that were evaluated in the study. We then provide a description of each of the sets of texts used as reference measures and the correlations of these measures with each metric. Finally, we summarize the study results.

4.2 The Metrics

Seven research groups provided metrics for analysis. All of these measures are intended to index text complexity or text difficulty (both terms are used by the metrics) using word level factors (frequency or word length) and sentence level or syntactic difficulty (estimated using sentence length), which are variations on traditional readability formulae. The metrics vary in the extent to which they use additional linguistic and text features as predictors.

Table 1: Overview of Metrics

Research Group	Metric(s)
MetaMetrics	Lexile
Renaissance Learning	Advantage / TASA Open Standard (ATOS)
Questar Assessment, Inc.	Degrees of Reading Power: DRP Analyzer
The REAP Project: Carnegie Mellon	REAP (REAders-specific Practice) Readability
Educational Testing Service (ETS)	SourceRater
Pearson Knowledge Technologies (PKT)	Pearson Reading Maturity Metric
Coh-Matrix: University of Memphis	Narrativity, Referential Cohesion, Syntactic Simplicity, Word Concreteness, Deep Cohesion

Two of the text tools (Pearson's Reading Maturity Metric and SourceRater's grade level estimate) describe text properties along several dimensions in addition to providing the single text difficulty score that allowed correlations to be computed in this study. Coh-Matrix computes only a multi-dimensional analysis of texts (each dimension with an associated normalized score) and, thus, did not meet our study's requirement of a single metric that could be correlated with a reference measure. Accordingly, we consider the Coh-Matrix data in a separate section in which we describe how each of the five dimensions varies with grade level and student comprehension performance.

Each metric is described in more detail below.

4.2.1 Lexile®

4.2.1.1 Self Description

“The Lexile® Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials. The Lexile Framework includes a Lexile measure and the Lexile scale. A Lexile measure represents both the complexity of a text, such as a book or article, and an individual’s reading ability. Lexile measures are expressed as numeric measures followed by an “L” (for example, 850L) and are placed on the Lexile scale. The Lexile scale is a developmental scale for measuring reader ability and text complexity, ranging from below 200L for beginning readers and beginning-reader materials to above 1700L for advanced readers and materials. Knowing the Lexile measures of a reader and a text helps to predict how the text matches the reader’s ability—whether it may be too easy, too difficult, or just right. All Lexile products and services rely on the Lexile measure and Lexile scale to match reader with text.

“The Lexile® Framework for Reading (Lexile.com) evaluates reading ability and text complexity on the same developmental scale. Unlike other measurement systems, the Lexile Framework determines reading ability based on actual assessments, rather than generalized age or grade levels. Recognized as the standard for matching readers with texts, tens of millions of students worldwide receive a Lexile measure that helps them find targeted readings from the more than 400 million articles, books, and websites that have been measured. Lexile measures connect learners of all ages with resources at the right level of challenge and monitor their progress toward state and national proficiency standards.”

4.2.1.2 Variables Used

- Word Frequency
- Sentence Length

4.2.1.3 Text Cleaning / Automaticity

Figures, tables, equations, titles, headings, footnotes/endnotes, numbered lists, non-standard characters, and pronunciation guides must be removed or altered manually prior to analyzing the texts. Misspellings can be optionally detected automatically and corrected by hand to improve accuracy. Non-standard prose such as plays, interviews, poetry, recipes, or lists, which all have non-standard punctuation, cannot be accurately processed. Other texts of any length, starting with a single sentence, can be processed.

4.2.2 ATOS

4.2.2.1 Self Description

“Released in 2000, ATOS is the product of an intensive research and development process that sought to develop a more accurate and user-friendly quantitative readability system. ATOS includes two formulas: ATOS for Text (which can be applied to virtually any text sample, including speeches, plays, and articles) and ATOS for Books. Both formulas take into account three variables that research determined to be the most important predictors of text difficulty: words per sentence, average grade level of words, and characters per word. (Grade level of words is established via the Graded Vocabulary List, which is believed to be the most extensive tool of its kind, developed and modified using existing word lists, word frequency studies, vocabulary test results, and expert judgment.) ATOS for Books also includes adjustments for book length and variations in internal structure, two factors shown to significantly impact the understandability of books. ATOS is provided by Renaissance Learning as a free and open system. ATOS research and formulas are published in a technical report, and users may submit text for analysis free-of-charge at Renaissance’s web site. Because ATOS is the default readability system incorporated in the Accelerated Reader (AR) program used in approximately 50,000 schools, it is arguably the most widely-used system for matching students with books in the US. ATOS can be reported in many different scales. The default is grade equivalent, which means both student achievement and books can share the same scale, one that is easy for educators, parents, and students to interpret.”

4.2.2.2 Variables Used

- Word length
- Word grade level
- Sentence length (with adjustments for extreme sentence length in the ATOS for books formula)
- Book length (in ATOS for books formula)

4.2.2.3 Text Cleaning / Automaticity

No text cleaning is required to automatically compute the ATOS metric, nor are corrections or changes to the text made by the analyzer. Cleaning the texts can be done manually to improve the accuracy of the ATOS output (for example, correcting misspellings), but this was not done for texts analyzed for this study. Only texts without recognizable sentences cannot be analyzed. There is no minimum or maximum text length that can be processed — files with as many as 3,000,000 words have been processed successfully.

4.2.3 Degrees of Reading Power®: DRP® Analyzer

4.2.3.1 Self Description

“The DRP Analyzer employs a derivation of a Bormuth mean cloze readability formula based on three measureable features of text: word length, sentence length, and word familiarity. DRP text difficulty is expressed in DRP units on a continuous scale with a theoretical range from 0 to 100. In practice, commonly encountered English text ranges from about 25 to 85 DRP units, with higher values representing more difficult text; $\text{DRP units} = (1 - \text{Bormuth value}) \times 100$. The Bormuth formula was chosen for several reasons, including its low standard error of measurement and published validation and cross-validation data.

“The standardized procedures by which the DRP values are calculated are as important as the initial selection of the Bormuth formula, to be certain that all variables are counted consistently in every sample of text analyzed. Text cleaning and other rules determine, for example, what are considered common words, whether hyphenated words are counted as one word or two, and how initials, acronyms, and abbreviations, etc. are treated, ensuring that the DRP Analyzer provides consistent, reliable, and valid results.

“Standardized text sampling rules are also applied. If a book has between 150 and 1000 words of continuous text, the entire book is analyzed. For longer books, the overall readability is obtained by analyzing approximately 300-word samples of text taken from different parts of the book according to a sampling plan based on book length. The sample results are averaged to calculate the mean difficulty of book sections and the entire book.

“DRP reading comprehension tests combine the reading selection and the assessment in a single structure, and the result is an estimate of functional reading ability that has been empirically demonstrated across four decades to be highly valid and reliable. The measurement of student reading ability and the readability of instructional materials are reported on the same DRP scale, providing educators with instructionally relevant information about the most difficult texts the student can read proficiently at various comprehension levels (e.g., independent and instructional).”

4.2.3.2 Variables Used

- Word length
- Word difficulty
- Sentence Length
- Within-sentence punctuation

4.2.3.3 Text Cleaning / Automaticity

The DRP Analyzer requires the text to be free of non-standard characters, diagrams, headings, formulas and equations, numbered lists, etc. This pre-processing is done manually according to a consistently applied set of rules. Typographical errors that are actually present in the source text are left as-is. The DRP Analyzer can analyze texts ranging from 150 to 1000 words. The DRP values may not be as reliable for texts with fewer than 150 words. Texts with more than 1000 words are manually broken into shorter texts, and the whole text is analyzed in segments.

4.2.4 REAP (REAders-specific Practice) Readability Tool

4.2.4.1 Self Description

“The REAP Readability Tool was created for use in the REAP vocabulary learning system (Heilman et al., 2006). This system is designed to teach students vocabulary through exposure to new words in context, within documents that the student reads. The goal of the tool is to define the level of each document from the levels of the individual words it contains. The tool uses support vector machine regression to achieve a prediction and a simple bag-of-words approach (words are stemmed and function and short words are removed) (Collins-Thomson & Callan 2004) to determine level. It does not take into account higher-level attributes such as cohesiveness.

“As such, the tool provides a basic vocabulary difficulty estimate and can serve as a baseline to compare other, more sophisticated measures, determining the level of contribution of knowledge beyond the word level.”

4.2.4.2 Variables Used

- Word frequency
- Word length
- Sentence length
- Sentence count
- Parse tree of sentences and paragraphs
- Frequency of node elements

4.2.4.3 Text Cleaning / Automaticity

REAP automatically removes function words and any words with fewer than 3 characters. No other text cleaning is required for the tool to run, and manual corrections of the text are not made. Texts of any length, starting with a single word, can be analyzed.

4.2.5 SourceRater

4.2.5.1 Self Description

“SourceRater is a comprehensive text analysis system designed to help teachers and test developers evaluate the complexity characteristics of stimulus materials selected for use in instruction and assessment. SourceRater includes two main modules: an Analysis Module and a Feedback Module.

“SourceRater’s Analysis Module employs a variety of natural language processing techniques to extract evidence of text standing relative to eight construct-relevant dimensions of text variation, including: syntactic complexity, vocabulary difficulty, level of abstractness, referential cohesion, connective cohesion, degree of academic orientation, degree of narrative orientation, and paragraph structure. Resulting evidence about text complexity is accumulated via three separate regression models: one optimized for application to informational texts, one optimized for application to literary texts, and one optimized for application to mixed texts. The specific regression model to be employed in each new analysis can either be specified by the user, or determined via SourceRater’s automated genre classifier.

“SourceRater also includes an innovative Feedback Module designed to help users understand and compare the individual complexity drivers detected in individual texts (see Sheehan et al., 2010). Feedback includes graphical displays designed to highlight similarities and differences between the candidate text and a corpus of texts with known grade level classifications. Individual displays can facilitate efforts to (i) determine the specific aspects of text variation that may account for unexpectedly low or high grade-level classifications; (ii) identify areas of the text likely to be more or less problematic for struggling readers; and (iii) document text characteristics for presentation to technical review committees.”

4.2.5.2 Variables Used

- Word frequency
- Word length
- Word meaning features (concreteness, imaginability, etc.)
- Word syntactic features (tense, part of speech, proper names, negations, nominalizations, etc.)
- Word types (academic verbs, academic downtoners, academic word list)
- Sentence length
- Paragraph length

- Within-sentence and between-sentence cohesion measures
- Number of clauses (including type and depth)
- Text genre: informational, literary, or mixed (computed automatically or manually overridden, if preferred)

4.2.5.3 Text Cleaning / Automaticity

The analyzer requires paragraph markings to be correct, which may require manual correction. Non-standard characters, certain punctuation, and erroneous end-of-sentence markers are detected automatically and must be corrected manually. SourceRater can analyze texts of any length, but accuracy rates for texts under 100 words or over 3000 words have not been determined.

As SourceRater was under development over the course of this study, some of the features that are now available (including the ability to analyze mixed-genre texts and the inclusion of “messy text” filters) had not been implemented for the analysis of certain text sets.

4.2.6 Pearson Reading Maturity Metric

4.2.6.1 Self Description

“The new Pearson Reading Maturity Metric marks a major advance in the measurement of reading difficulty and text complexity. The most important innovation, called Word Maturity, uses the computational language model, Latent Semantic Analysis (LSA) to accurately estimate how much language experience is required to achieve adult knowledge of the meaning of each word, sentence and paragraph in a text. Using measures based on the average maturity and highest maturity words, the metric accurately estimates overall difficulty and complexity of the language used in the text.

“An example of a useful application of the metric is highlighting of the estimated most difficult words in a given reading. It also supports a number of related analyses, such as showing the changes in multiple senses of words as they mature, which can have significant effects on complexity.

“While the Word Maturity measure accounts for a substantial portion of the total variation in and accuracy of our overall measure of text complexity, a selection of other computational linguistic variables is also included to increase the predictive power of the Reading Maturity Metric, such as perplexity, sentence length, and semantic coherence metrics. An important demonstration of the metric’s overall validity is its high correlation with that of human test-takers on well-established vocabulary and reading tests. A demonstration of the accuracy of

the method's underlying technologies is its agreement on essay scores equal to that between two expert graders. Similarly, the value of the basic AI technologies behind the metric is attested by its use in Pearson's widely acclaimed automatic essay scoring and reading comprehension technologies."

4.2.6.2 Variables Used

- Pearson Word Maturity Metric
- Word length (e.g. syllables per word)
- Sentence length
- Within-sentence punctuation
- Within and between-sentence coherence metrics
- Sentence and paragraph complexity (e.g. perplexity)
- Order of information

4.2.6.3 Text Cleaning / Automaticity

The Pearson Word Maturity Metric requires a consistent character encoding scheme, such as UTF-8, and non-text elements, such as illustrations, need to be removed before analysis. However, manual cleaning is typically not needed. The measures have been designed to be robust and invariant under the normal variability seen in texts, such as the presence of headings and footnotes. For this study, no manual text cleaning was used.

4.2.7 Coh-Metrix Text Easability Assessor

4.2.7.1 Self Description

"The Coh-Metrix Text Easability Assessor analyzes the ease or difficulty of texts on five different dimensions: narrativity, syntactic simplicity, word concreteness, referential cohesion, and deep cohesion. For a given text, each of these dimensions is given an "ease score" compared to thousands of other texts. Narrativity measures whether the passage is story like and includes events and characters. Syntactic simplicity refers to the complexity or ease of the sentence syntax. Word concreteness measures whether the words in the passage are imageable versus abstract. Two important types of cohesion are measured by Coh-Metrix using a variety of indices. Referential cohesion is the overlap between sentences with respect to major words (nouns, verbs, adjectives) and explicit ideas. A text has higher referential cohesion when sentences have similar words and ideas. A cohesion gap occurs when a sentence has no words or ideas that connect to other sentences in the text. When text cohesion is higher, students more easily understand the text and are better able to comprehend the relationships between ideas or events in the text. Deep cohesion assesses meaning at deeper levels, such as

causal and temporal relations between events, actions, goals, and states. In order to understand these deeper meanings, it is often important for texts to have connective words (such as “because,” “therefore,” “however”) to help glue these ideas together. This is especially important when the purpose of a text is for instruction, for example a textbook or an article being used to introduce a topic to students.”

4.2.7.2 Variables Used

- Word frequency
- Word length
- Word meaning features (concreteness, imaginability, number of senses, etc.)
- Word syntactic features (part of speech, negations, etc.)
- Sentence length
- Sentence complexity
- Paragraph length
- Within-sentence and between-sentence cohesion measures

4.2.7.3 Text Cleaning / Automaticity

Non-standard characters and certain types of punctuation are automatically detected and altered in pre-processing. Otherwise, no changes are made to the texts. The Coh-Metrix Text Easability Assessor can analyze texts ranging from 200 to 1000 words. The assessor output may not be as reliable for texts with fewer than 200 words. If a text has more than 1000 words, shorter segments of text are automatically sampled from the full text for analysis. The maximum text length can be increased, but the time it takes to process the text will also increase.

5 Results

5.1 Results for Five Text Sets

There is no clear “gold standard” measure of text difficulty against which to compare the various metrics. Instead, we compared each metric against various reference measures based on grade level and student comprehension data for five sets of passages gathered for the study. These are defined and discussed in the sections following. Although there are limitations in the validity of these indicators as measures of text difficulty, the variety in their construction allows us to observe the robustness of the metrics and consider how different reference measures might affect their performance. For example, grade level or band level as determined by expert educators reflects teachers, librarians, and curriculum developers’ conception of passage difficulty, whereas mean Rasch scores (estimated item difficulty) are computed from parameters for comprehension test items and for student performance. Estimates of text difficulty that are consistently predictive of such widely varying constructs will be useful for teachers, publishers, and parents in determining whether a text is likely to be at the appropriate difficulty level for instruction in a certain grade band.

5.1.1 Common Core Exemplar Texts

5.1.1.1 Initial Selection

The text samples selected for inclusion in Appendix B of the Common Core Standards for ELA (CCSS) were intended to exemplify the level of complexity and quality that the Standards require for all students in a given grade band. They are presented by band levels that consist of the following: Grades 2–3, Grades 4–5, Grades 6–8, Grades 9–10, and Grade 11 to College and Career Readiness (CCR). This set of texts was also intended to suggest the breadth of text types required to fulfill the Common Core Standards. It is important to emphasize that these texts were intended to signal the demand for increased complexity that the Common Core Standards hold as a central tenet.

The process of selecting texts for inclusion was as follows: A working group was assembled from among the constituencies guiding the writing of the Common Core Standards. This working group solicited contributions from teachers, librarians, curriculum specialists, educational leaders, and reading researchers who had experience

working with students in the grades for which the texts were recommended. These contributors were asked to recommend texts that they or their colleagues had used successfully with students in a given grade band and to justify and describe that use.

Reviewing the recommendations and assembling the final collection was done using the following considerations:

Complexity: Following the recommendations set forth in Appendix A of the CCSS, a three-part model for measuring complexity was used. The three parts were qualitative indices of inherent text complexity judged by human raters, quantitative measures using Lexiles® and Coh-Metrix features of Easability, and professional (educator) judgment for matching texts to an appropriate band level. Final selection was made by the working group and vetted broadly during the Standards vetting process.

Quality: The working group recognized that it was possible to have high-complexity text of low inherent quality, so it solicited text recommendations of recognized value. From the pool of submissions offered by outside contributors to the process, the working group selected classic or historically significant texts as well as contemporary works of comparable literary merit, cultural significance, and rich content.

Range: After identifying texts of appropriate complexity and quality, the working group applied other criteria to ensure that the samples presented in each band represented as broad a range of sufficiently complex, high quality texts as possible. The proportions of texts that were classified by the working group as either informational, literary non-fiction or, literary narrative follow the percentages called for at each band level by the CCSS.

This explanation was modified from the introduction to Appendix B of the Common Core State Standards, which contains the excerpted texts used in this part of the research study. Poetry and drama selections were not used in this study. See 5.1.1.2 below for other exclusions.

5.1.1.2 Passages Removed for Analysis

Reason for Removal	Number Removed
Dramas	10
Duplicates	25
Intended for teacher to read aloud	9
Total Removed Passages	44
Total Remaining Passages	168

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5.1.1.3 Missing Data

None.

5.1.1.4 Text Properties

Average Number of Words	475.5
Grade Levels	2–12
Text Difficulty Measure(s)	Grade Level
Subsets Examined	Informational vs. Narrative

5.1.1.5 Reference Measures

The reference measure was the Common Core grade band as established by expert instructors (See 5.1.1.1): Texts were classified into five grade bands: Grades 2–3, 4–5, 6–8, 9–10, and 11–12. Metrics were compared against the rank order of these five grade bands.

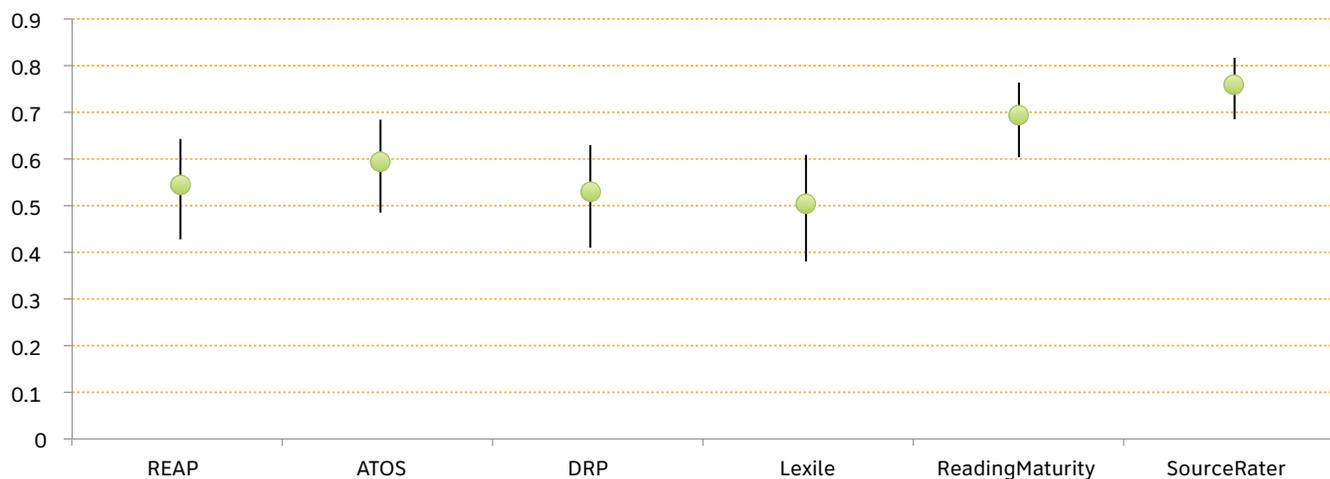
5.1.1.6 Notes / Caveats

Because these texts are clustered into grade bands of more than one grade, the sensitivity of the text difficulty construct is limited.

5.1.1.7 Results

Figure 5.1.1–1 shows the rank order correlation (ρ) of the rank produced by each text difficulty metric with the text difficulty ranking assigned by the expert educators. Each correlation is shown with its 95% confidence interval. As a group, the metrics were moderately successful in predicting the expert ratings of difficulty level. SourceRater ($\rho=.76$) and Reading Maturity ($\rho=.69$) produced relatively high correlations compared with the other metrics, which showed ρ s between .50 and .59. Note that the confidence interval for any given metric overlaps with the confidence interval for most of the others. However, the confidence interval for SourceRater overlaps only with that of Reading Maturity.

Figure 5.1.1–1: Common Core Exemplar Texts, Correlation with Grade Band (n=168)



95% Confidence Interval	REAP	ATOS	DRP	Lexile	Reading Maturity	SourceRater
Lower Limit	0.427	0.484	0.409	0.380	0.602	0.683
<i>Rho</i>	0.543	0.592	0.527	0.502	0.690	0.756
Upper Limit	0.641	0.682	0.628	0.607	0.761	0.814

5.1.2 Standardized State Test Passages

5.1.2.1 Initial Selection

Prior to the publication of the Common Core State Standards, a preliminary research project on the sources of text complexity was carried out using two of the measures (Coh-Metrix and Lexile) ultimately included in the present study. The results of that study are encapsulated in Appendix A of the Common Core State Standards.

A small team collected released state and national test passages, converted them to .txt format, and “scrubbed them” free of stray marks so they could be accurately read by the Coh-Metrix and MetaMetrics analyzer tools. This data set consisted of 1275 passages that had been used in a variety of state and national assessments and subsequently released. American College Testing also allowed use of a number of their unreleased passages for the preliminary study (those passages are not included in this study).

These collected passages, with the exception of the ACT passages, can be found at two open Google sites: Text Complexity Conversion Site and Text Conversion Project 2, where the passages are identified and housed.

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These sites and their contents have recently been made public and are available for legitimate research purposes.

Identification of texts as belonging to informational, narrative, or mixed genre categories was done by educator judgment on a passage-by-passage basis. Where states identified their passages by a particular genre type, that identification was generally retained in our study (as “text type”) after review and confirmation.

For this study, some of the passages used in the first round and stored on the Google sites were removed. Table 5.1.2.2 identifies the reasons for removal and how many passages of each category were removed.

5.1.2.2 Passages Removed for Analysis

Reason for Removal	Number Removed
Description of Passage (not passage)	3
Dramas	3
Duplicates	40
NAEP passages	24
Outline	1
Poem	1
Resumé	1
Science Assessments	7
Simulated Student Writing	5
Table	2
Not from grade-targeted test (mostly from NY Regents test)	505
Total Removed	592
Total Remaining	683

5.1.2.3 Missing Data

Metric	Number of Texts	Reason
SourceRater	399	Did not meet ETS criteria for valid grade level (see notes); classified by ETS as mixed genre

5.1.2.4 Text Properties

Average Number of Words	574.0
Grade Levels	3–11
Text Difficulty Measure(s)	Grade Level
Subsets Examined	Subset evaluated by ETS Grades 3–5 vs. Grades 6–8 v Grades 9–11 Informational v Narrative

5.1.2.5 Reference Measures

The reference measure is the grade level of the standardized test on which each passage appeared.

5.1.2.6 Notes / Caveats

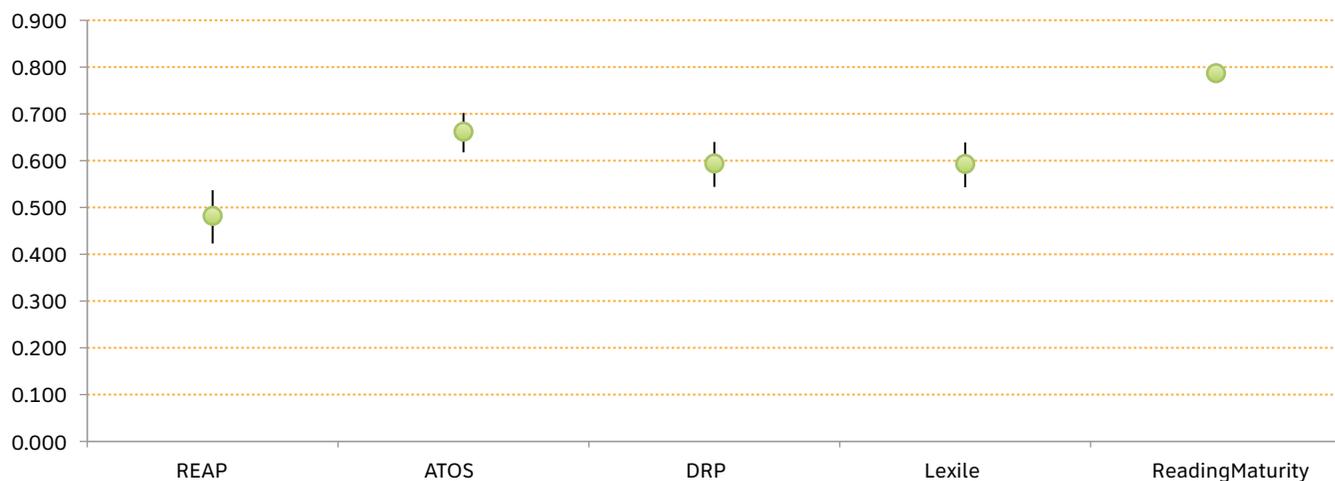
A standardized test for a given grade level contains texts that are relatively easy for the grade level, as well as texts that are relatively difficult for the grade level, and there is overlap in text difficulty from one grade level to the next. In addition, each state may use different standards for the difficulty of text used for testing at a given grade level. Therefore, although texts generally increase in difficulty from grade 3 to grade 12, a given text may not uniquely represent one specific grade. For example, not every 3rd grade text will be easier than every 4th grade text. This is in contrast to the Common Core exemplar texts, which were chosen to demonstrate increased text complexity at each band level.

ETS identified cases for which they expected the human-generated grade level to be less accurate, e.g. cases of short texts used as writing prompts or as practice test questions. SourceRater did not compute scores for these texts nor for texts that contain a mixture of narrative and informational text. (In contrast to the version of SourceRater available for this analysis, the current version of SourceRater can handle mixed genre texts.) An ETS-scrubbed version of each of the 285 texts that met the ETS criteria was distributed to each research group in order to have a comparison of all metrics, including SourceRater scores (See 4.2.5 for information about ETS text scrubbing.). New DRP and Reading Maturity scores were not provided for this subset of texts, so we computed scores for these 285 texts from the original full text set for those measures. (Questar determined independently that the ETS-scrubbed versions were identical to the DRP-scrubbed versions previously run through the DRP Analyzer for this subset of texts. See 4.2.3 for information about DRP text cleaning. Re-analysis therefore was not necessary.) We provide results for both the full set of texts and the subset of texts with SourceRater scores. Further subsets of the texts (split by text type and grade level) were taken from the full set, and, therefore, do not include SourceRater scores.

5.1.2.7 Results

Figure 5.1.2–1 shows the results for the full sample of texts, with Source Rater not represented, as explained above. Each rank order correlation (*rho*) is centered in its 95% confidence interval. As a group, the metrics were successful in predicting the state test grades. The Pearson Reading Maturity Metric produced text difficulty ranks that correlated $\rho=0.79$ with the grade level ranks of the state tests and showed no overlap of confidence interval with any other metric. At the low end, the confidence interval of REAP’s .48 correlation also did not overlap with that of any other metric. The three intermediate metrics showed overlapping confidence intervals, with ATOS higher than Lexiles and DRP.

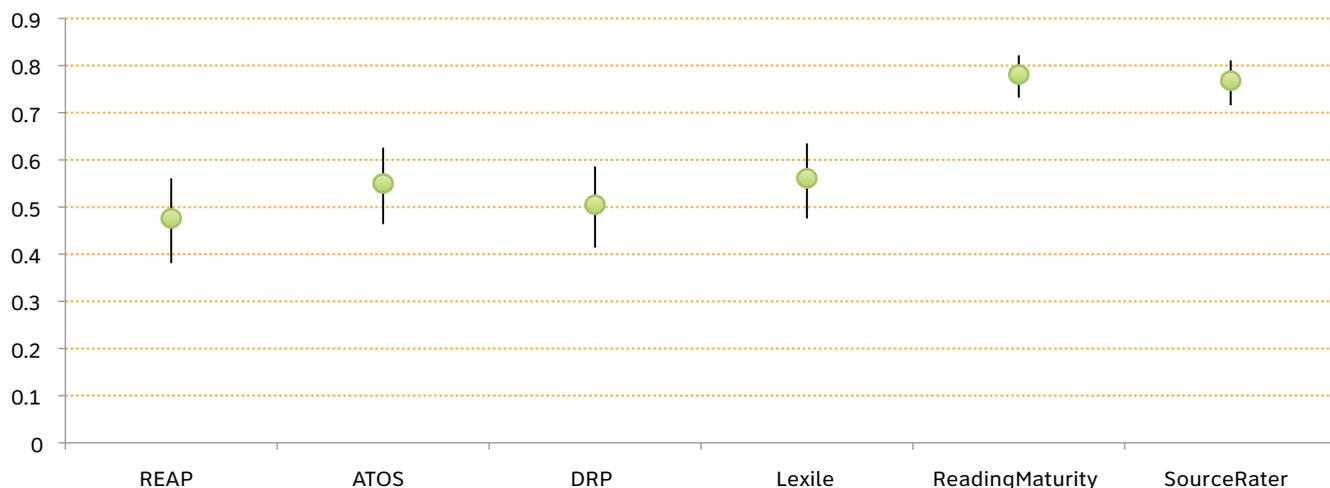
Figure 5.1.2–1: State Test Passages, Correlation with Grade Level (n=683)



95% Confidence Interval	REAP	ATOS	DRP	Lexile	Reading Maturity
Lower Limit	0.423	0.618	0.544	0.543	0.757
<i>Rho</i>	0.482	0.662	0.594	0.593	0.787
Upper Limit	0.537	0.702	0.640	0.639	0.813

The results for the subset of 285 passages scored by all metrics, including SourceRater, are shown in Figure 5.1.2–2. With this subset of texts, all the correlations are noticeably lower than the correlations obtained with the full sample, except for Reading Maturity, which, along with SourceRater produced higher correlations than the other metrics.

Figure 5.1.2–2: State Test Passages, ETS Subset, Correlation with Grade Level (n=285)



95% Confidence Interval	REAP	ATOS	DRP	Lexile	Reading Maturity	SourceRater
Lower Limit	0.381	0.464	0.414	0.476	0.732	0.716
<i>Rho</i>	0.476	0.550	0.505	0.561	0.781	0.768
Upper Limit	0.561	0.626	0.586	0.635	0.822	0.811

5.1.3 Stanford Achievement Test (SAT-9)

5.1.3.1 Initial Selection

Forty-seven passages from the Stanford Achievement Test (Pearson), Ninth Edition, Form S and 63 passages from Form T were distributed, totaling 110 passages.

5.1.3.2 Passages Removed for Analysis

Reason for Removal	Number Removed
Missing Data	12
Total Removed	12
Total Remaining	98

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5.1.3.3 Missing Data

Metric	Number of Texts	Reason
SourceRater	12	Flagged for invalid end-of-sentence markers
Lexile	2	Non-prose text
REAP	All	No permissions (see notes)
DRP	1	Non-prose text

5.1.3.4 Text Properties

Average Number of Words	327.4
Grade Levels	1–11
Text Difficulty Measure(s)	Grade Level, Mean Rasch scores
Subsets Examined	Grades 1–5 vs. Grades 6–11

5.1.3.5 Reference Measures

Reference measures were the grade level of the test on which each passage appeared and the mean Rasch score of all question items pertaining to each text. Rasch scores model the probability that a given item is answered correctly as a function of both student skill and item difficulty. Two scores are generated from the Rasch model: a measure of student skill, based on the difficulty of items the student answered correctly (or incorrectly), and a measure of item difficulty, based on the skill of the students who answered the item correctly (or incorrectly). Model fitting involves iteratively adjusting these two scores until the model estimates stabilize.

5.1.3.6 Notes / Caveats

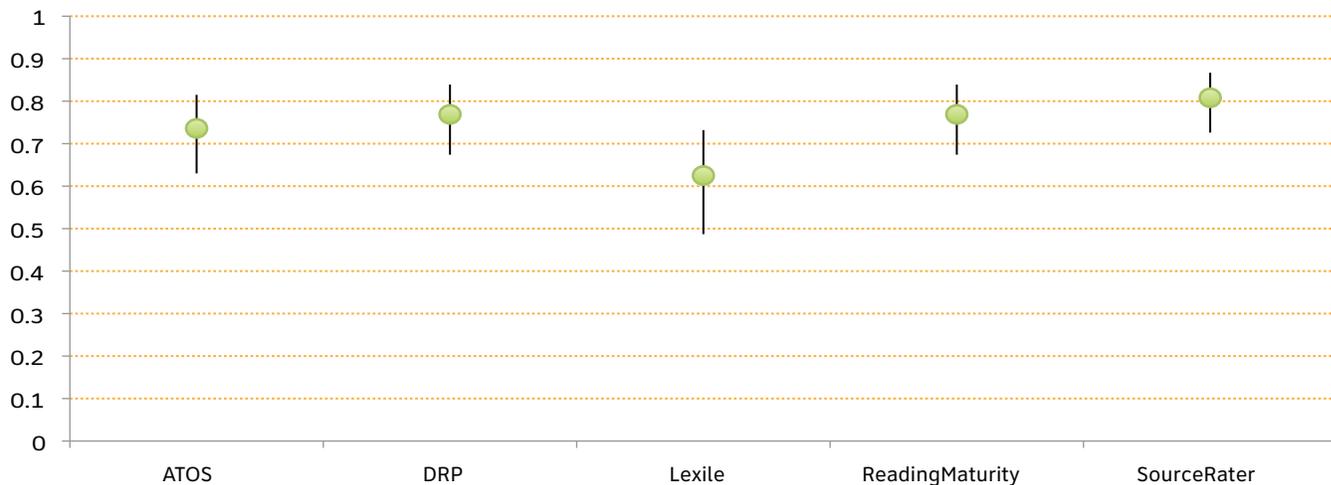
The mean Rasch score across all comprehension questions for a text depends not only on text difficulty, but also question difficulty. There is no assurance that each passage is followed by a set of equally difficult comprehension questions. However, mean Rasch scores provide a finer-grain measure of text difficulty than grade level and are based on student comprehension performance as opposed to human judgment of text difficulty.

Not all research groups received access to the SAT-9 texts because this required a legal agreement between institutions. For this reason, REAP scores are not available.

5.1.3.7 Results

The five metrics for which data were available were successful in predicting the grade level rankings of the SAT-9. (See Figure 5.1.3–1). The 95% confidence intervals all overlapped.

Figure 5.1.3–1: SAT-9, Correlation with Grade Level (n=98)

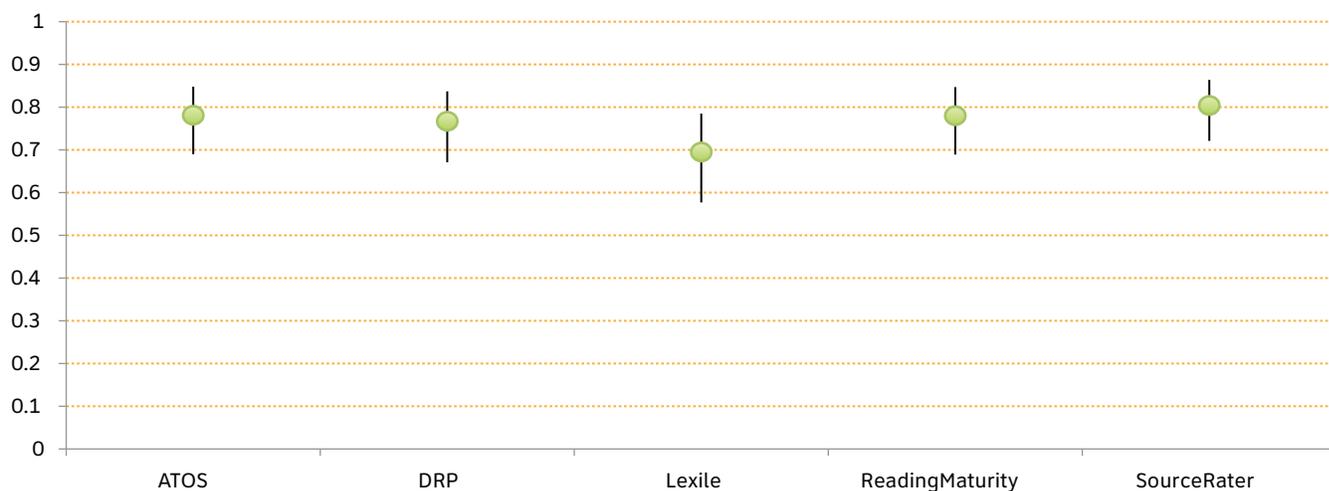


95% Confidence Interval	ATOS	DRP	Lexile	Reading Maturity	SourceRater
Lower Limit	0.630	0.674	0.487	0.674	0.726
<i>Rho</i>	0.736	0.769	0.625	0.769	0.808
Upper Limit	0.815	0.839	0.732	0.839	0.867

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The correlations with Rasch scores are shown in Figure 5.1.3–2. The five metrics as a group were very successful in predicting the rank orders of the Rasch scores (*rhos* .7 to .8). The 95% confidence intervals overlapped completely.

Figure 5.1.3–2: SAT-9, Correlation with Rasch Scores (n=98)



95% Confidence Interval	ATOS	DRP	Lexile	Reading Maturity	SourceRater
Lower Limit	0.690	0.671	0.577	0.689	0.721
<i>Rho</i>	0.781	0.767	0.695	0.780	0.804
Upper Limit	0.848	0.837	0.785	0.847	0.864

5.1.4 Gates-MacGinitie Reading Test

5.1.4.1 Initial Selection

Ninety-seven passages from the Gates-MacGinitie Reading Test (Riverside Publishing) Form S were distributed. These consist of the reading comprehension passages for levels (grades) 1, 2, 3, 4, 5, 6, 7-9, 10-12, and AR (adult reading). No other components of the tests were used aside from the reading comprehension passages.

5.1.4.2 Passages Removed for Analysis

None.

5.1.4.3 Missing Data

None.

5.1.4.4 Text Properties

Average Number of Words	103.3
Grade Levels	1-Adult Reader
Text Difficulty Measure(s)	Grade Level, Mean Rasch scores
Subsets Examined	Grades 1–5 vs. Grades 6-adult

5.1.4.5 Reference Measures

The reference measures were the grade level of the test on which a passage appeared and the mean Rasch score for all question items pertaining to each text. Rasch scores model the probability that a given item is answered correctly as a function of both student skill and item difficulty. Two scores are generated from the Rasch model: a measure of student skill, based on the difficulty of items the student answered correctly (or incorrectly), and a measure of item difficulty, based on the skill of the students who answered the item correctly (or incorrectly). Model fitting involves iteratively adjusting these two scores until the model estimates stabilize.

5.1.4.6 Notes / Caveats

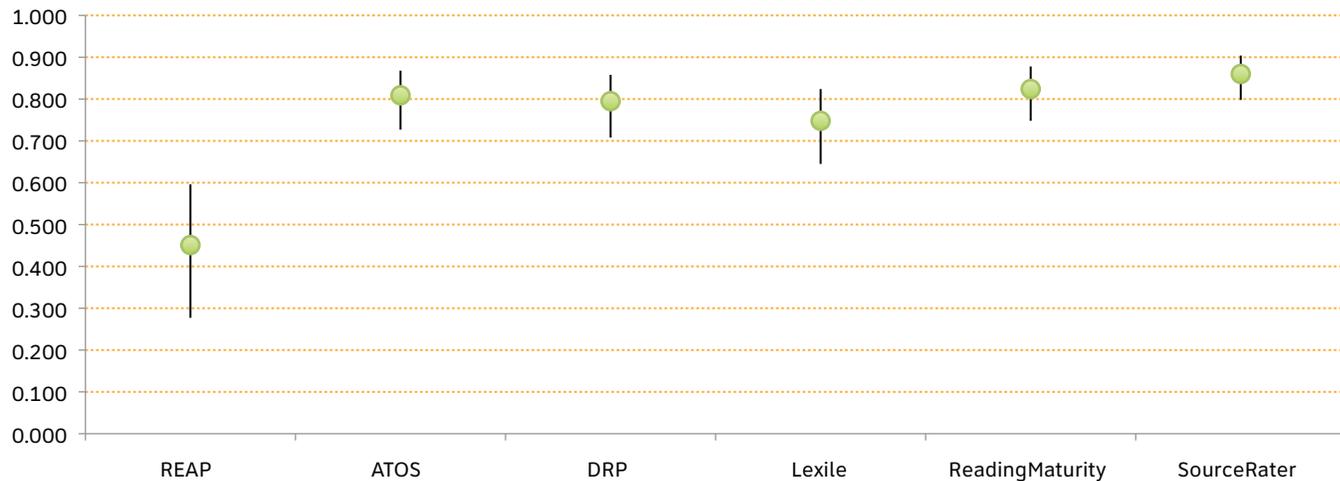
Passages for the Gates-MacGinitie test were often very short, especially in the lower grades, which is a property known to make text difficulty estimates less reliable. In addition, question items in grades 1–2 follow each sentence rather than the entire text and consist of picture choices representing the meaning of the sentence.

5.1.4.7 Results

As can be seen in Figure 5.1.4–1, the metrics, with the exception of REAP, were very successful in predicting the grade level of Gates-MacGinitie passages. The 95% confidence intervals of SourceRater, Reading Maturity, Lexile, DRP, and ATOS overlapped, with *rhos* between .75 and .86.

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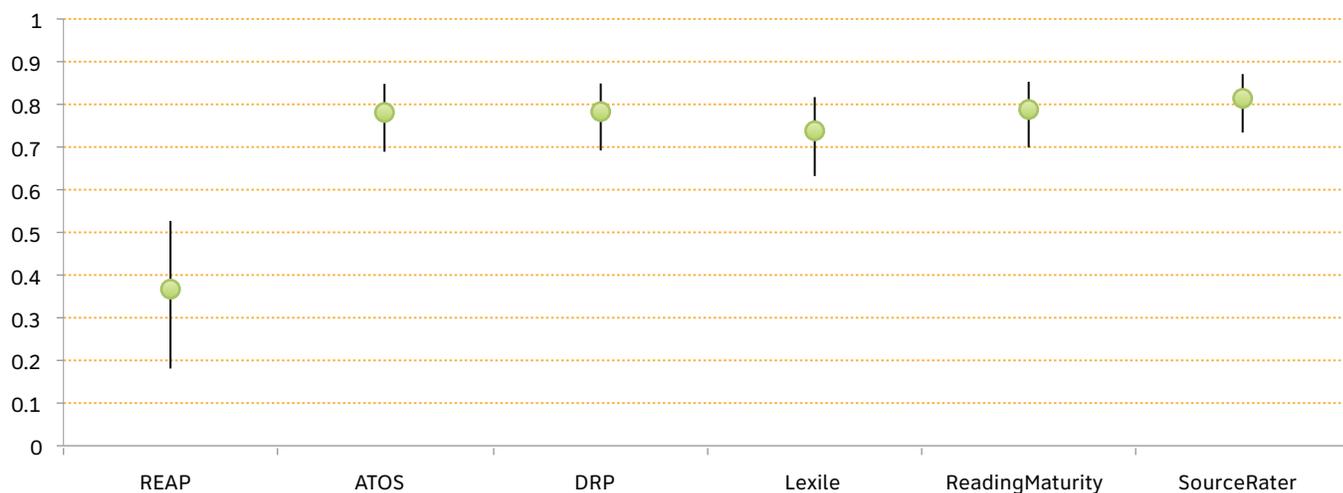
Figure 5.1.4-1: Gates-MacGinitie, Correlation with Grade Level (n=97)



95% Confidence Interval	REAP	ATOS	DRP	Lexile	Reading Maturity	SourceRater
Lower Limit	0.277	0.727	0.708	0.645	0.748	0.798
<i>Rho</i>	0.451	0.809	0.795	0.748	0.824	0.860
Upper Limit	0.596	0.868	0.858	0.824	0.878	0.904

A similar impressive result was obtained for Rasch scores, displayed in Figure 5.1.4–2. ATOS, DRP, Lexile, Reading Maturity, and SourceRater produced rank order correlations between .74 and .81 with overlapping 95% confidence intervals. REAP, again, was an outlier.

Figure 5.1.4–2: Gates-MacGinitie, Correlation with Rasch Scores (n=97)



95% Confidence Interval	REAP	ATOS	DRP	Lexile	Reading Maturity	SourceRater
Lower Limit	0.181	0.689	0.692	0.632	0.699	0.734
<i>Rho</i>	0.367	0.781	0.783	0.738	0.788	0.814
Upper Limit	0.527	0.848	0.849	0.817	0.853	0.871

5.1.5 MetaMetrics Oasis Passages

5.1.5.1 Initial Selection

Three hundred seventy-two passages from the MetaMetrics Oasis platform were distributed. The Oasis platform allows students to practice reading texts targeted to their reading level, while collecting responses to computer-generated multiple-choice fill-in-the-blank (cloze) items for each passage as the students read. The 372 informational passages comprise texts read by at least 50 different students with at least 1000 computer-generated items, allowing a stable empirical text complexity estimate.

5.1.5.2 Passages Removed for Analysis

None.

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5.1.5.3 Missing Data

Metric	Number of Texts	Reason
DRP	101	< 125 words
SourceRater	All	ETS decision based on Oasis student/text sampling procedures

5.1.5.4 Text Properties

Average Number of Words	373.1
Grade Levels	N/A
Text Difficulty Measure(s)	Empirical complexity estimate based on cloze items
Subsets Examined	DRP subset (>125 words)

5.1.5.5 Reference Measures

The reference measure was empirical Lexile scores, as determined through modeling performance on cloze items as a function of student skill and text difficulty. Fitting the model begins with an estimate of text complexity based on the Lexile measure for the text. Student skill is then estimated based on the accuracy on a subset of texts that vary in difficulty around the Lexile score. Text difficulty is then re-estimated based on the skill of the readers who answered items correctly. This iterative process continues until the model estimates stabilize.

5.1.5.6 Notes / Caveats

ETS did not provide scores on the grounds that the sampling procedure for the Oasis passages does not meet its standards for assessing text difficulty.

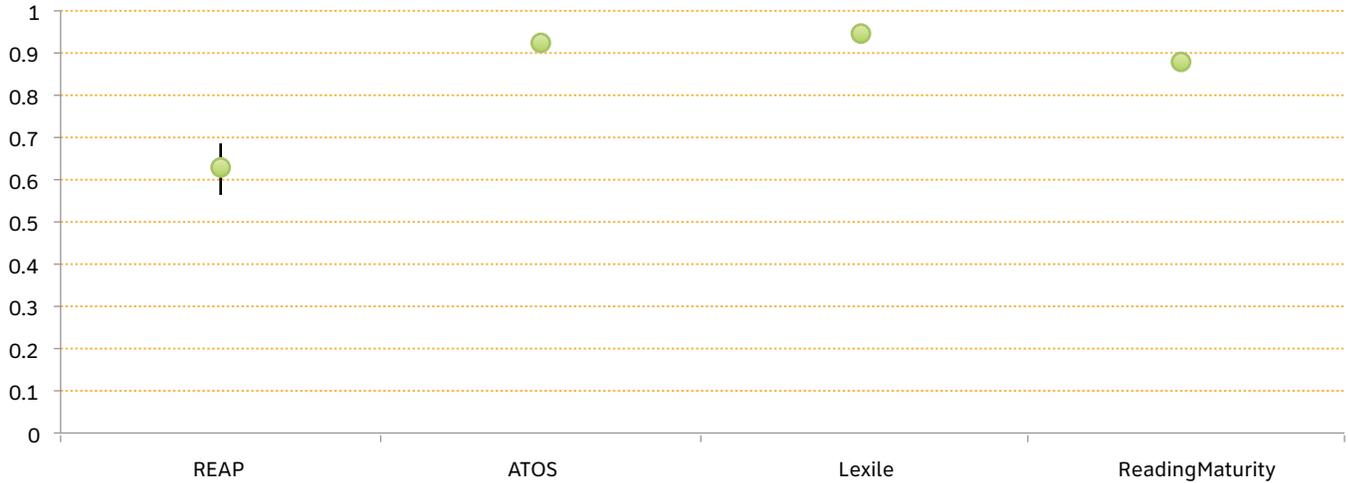
DRP measures were not provided for texts with fewer than 125 words. We provide results for the full set of 372 texts and also for the subset that includes DRP scores.

5.1.5.7 Results

Figure 5.1.5–1 shows the results for the four metrics that were applied to the Oasis passages. Lexile (.95), ATOS (.92), and Reading Maturity (.88) produced rank order correlations that were the highest observed for any of the text sets. The 95% confidence intervals were very short and overlapped only for Lexile and ATOS.

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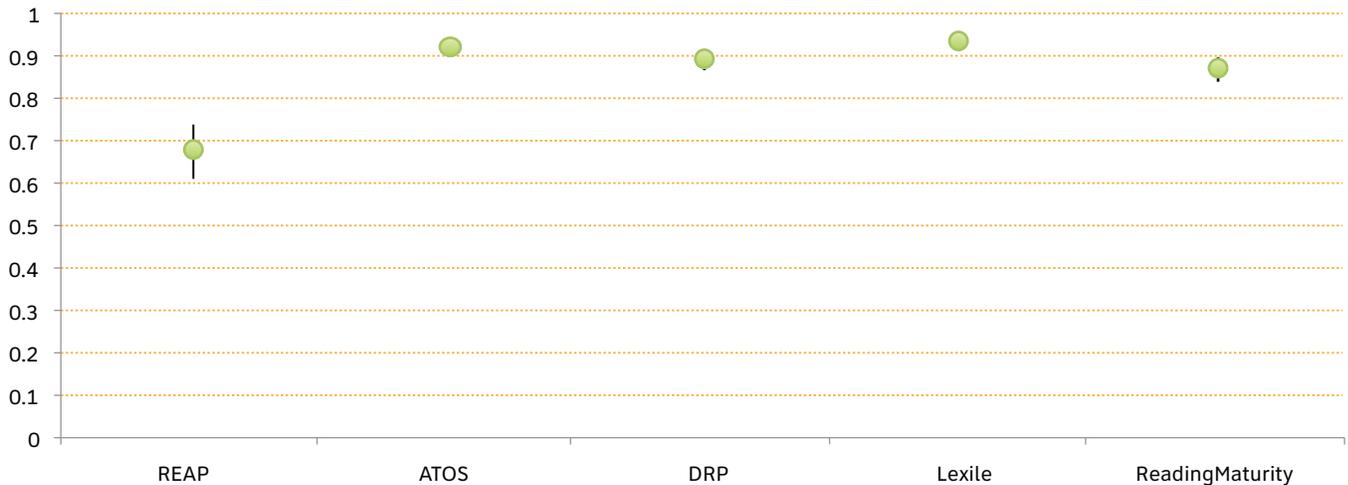
Figure 5.1.5-1: Oasis passages, Correlation with empirical Lexile (n=372)



95% Confidence Interval	REAP	ATOS	Lexile	Reading Maturity
Lower Limit	0.564	0.908	0.911	0.854
<i>Rho</i>	0.629	0.924	0.946	0.879
Upper Limit	0.686	0.937	0.939	0.900

For passages long enough for the DRP metric to be used, the picture is much the same, with DRP ($\rho = .89$) joining Lexile (.95), ATOS (.92) and Reading Maturity (.88) as very high performers. These results are shown in Figure 5.1.5-2. The 95% confidence intervals overlapped for Lexile and ATOS.

Figure 5.1.5-2: Oasis passages, Passages with > 125 words only, Correlation with empirical Lexile (n=271)



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95% Confidence Interval	REAP	ATOS	DRP	Lexile	Reading Maturity
Lower Limit	0.610	0.901	0.866	0.919	0.839
<i>Rho</i>	0.679	0.921	0.893	0.935	0.871
Upper Limit	0.738	0.937	0.914	0.948	0.897

5.2 Results by Text Type

5.2.1 Informational vs. Narrative Texts

The Common Core Exemplar Texts and state test passages were subdivided according to a text’s status as informational or narrative. Identification of text types as informational, narrative, or mixed genre was determined by educator judgments on a passage-by-passage basis. Where states identified their passages by a particular genre type, that identification was generally retained in our study after review and confirmation.

Across the two text sets, the trend was that each metric was better correlated with grade level for the informational texts than for the narrative texts (see Figures 5.2.1–1 & 5.2.1–2). However, for the state test passages, Reading Maturity performed equally well and produced higher correlations on both types.

Figure 5.2.1–1: Common Core Exemplar Texts, Correlation with Grade Band, Narrative (n=65) vs. Informational (n=103)

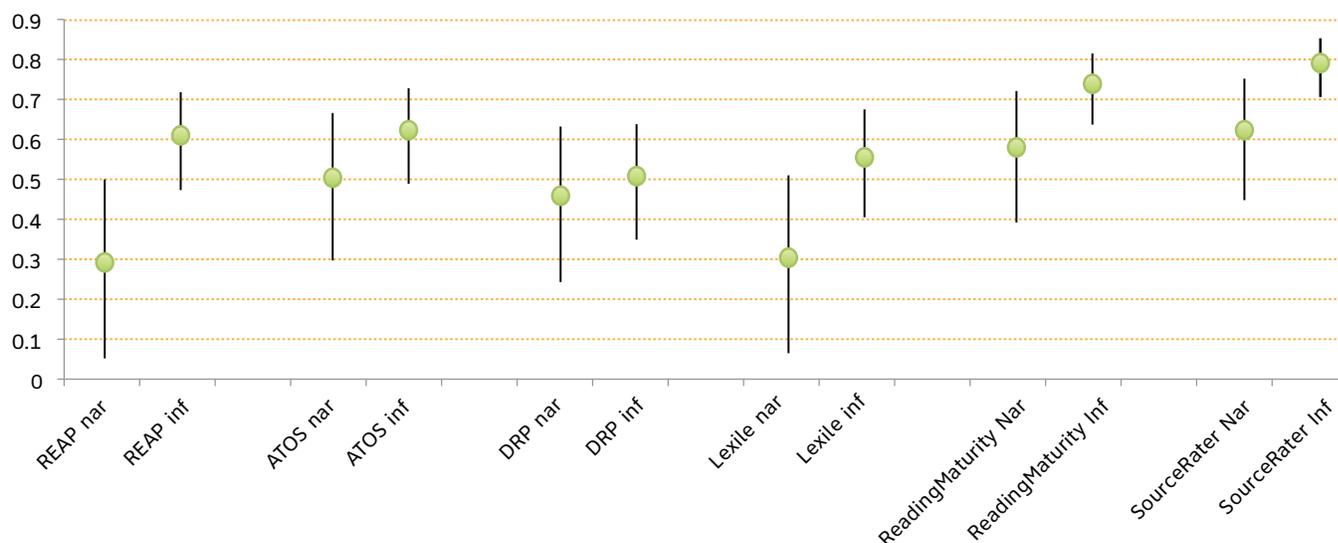


Figure 5.2.1–2: State Test Passages, Correlation with Grade Level, Narrative (n=275) vs. Informational (n=401)

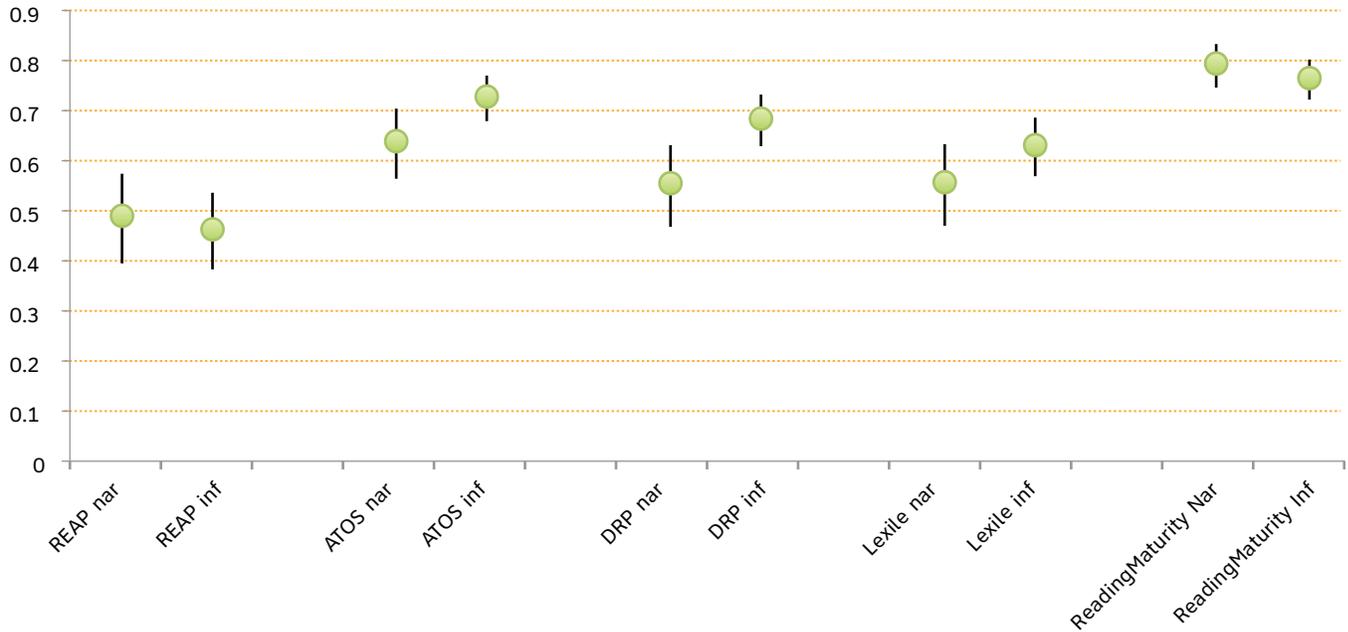


Figure 5.2.1–3 shows the mean value for each metric across expert-rated grade levels (the Common Core exemplar texts) separately for informational and narrative texts. (The Y axis is the average value of the metric at that grade level, rather than a correlation.) Generally, the complexity estimates for the two text types tended to diverge at the 6–8 grade band. Estimates of the complexity of narrative texts showed little increase from grade band 6–8 to band 9–10. However, all metrics showed some increase from grade band 9–10 to 11–CCR, and the SourceRater increase was especially large. These data are generated from small sample sizes.

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**Figure 5.2.1–3: Exemplar Text Metric Means by Text Type and Grade Level, Informational n at each grade band = 9, 20, 19, 28, 28
Narrative n at each grade band = 11, 10, 23, 10, 10**

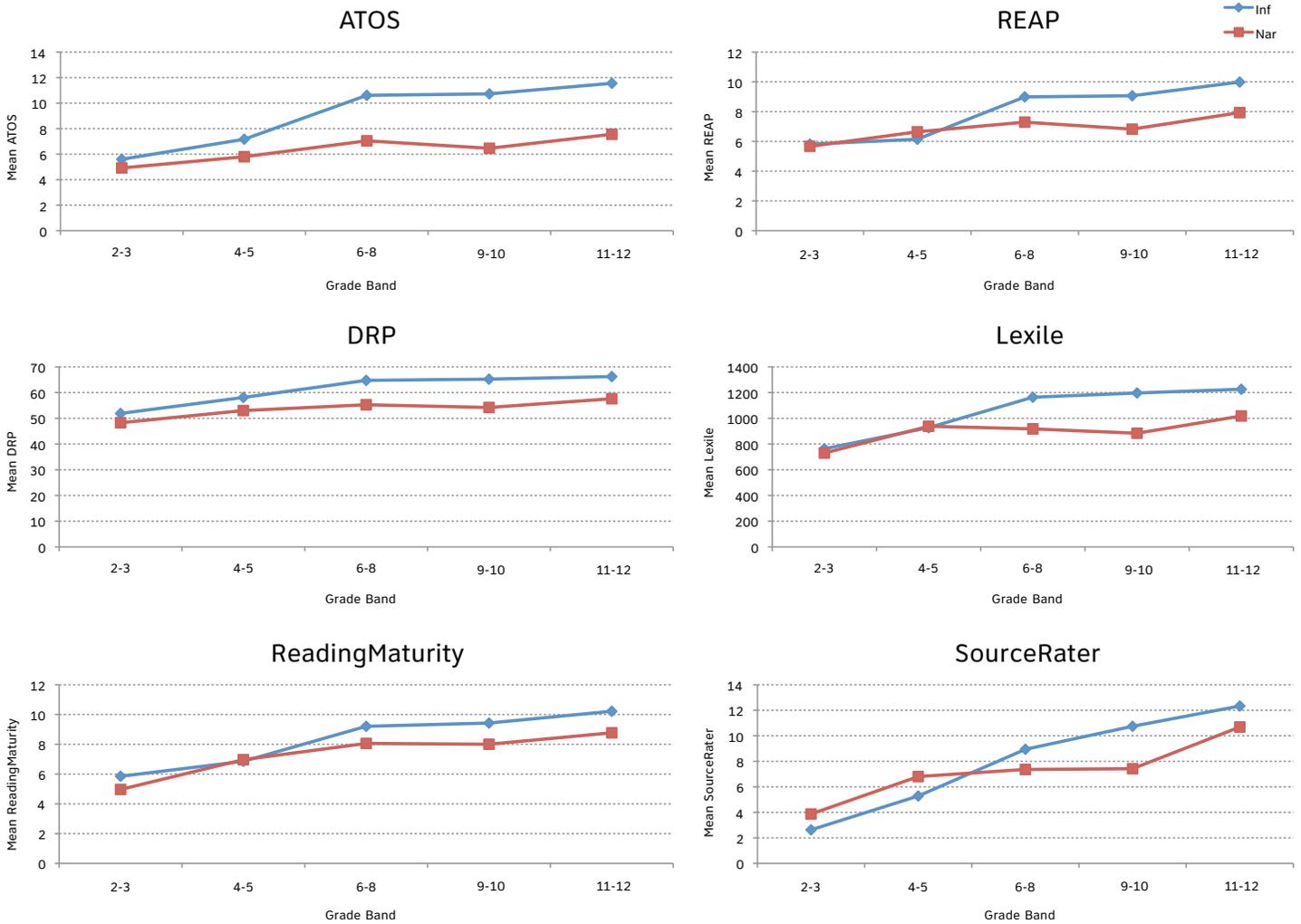


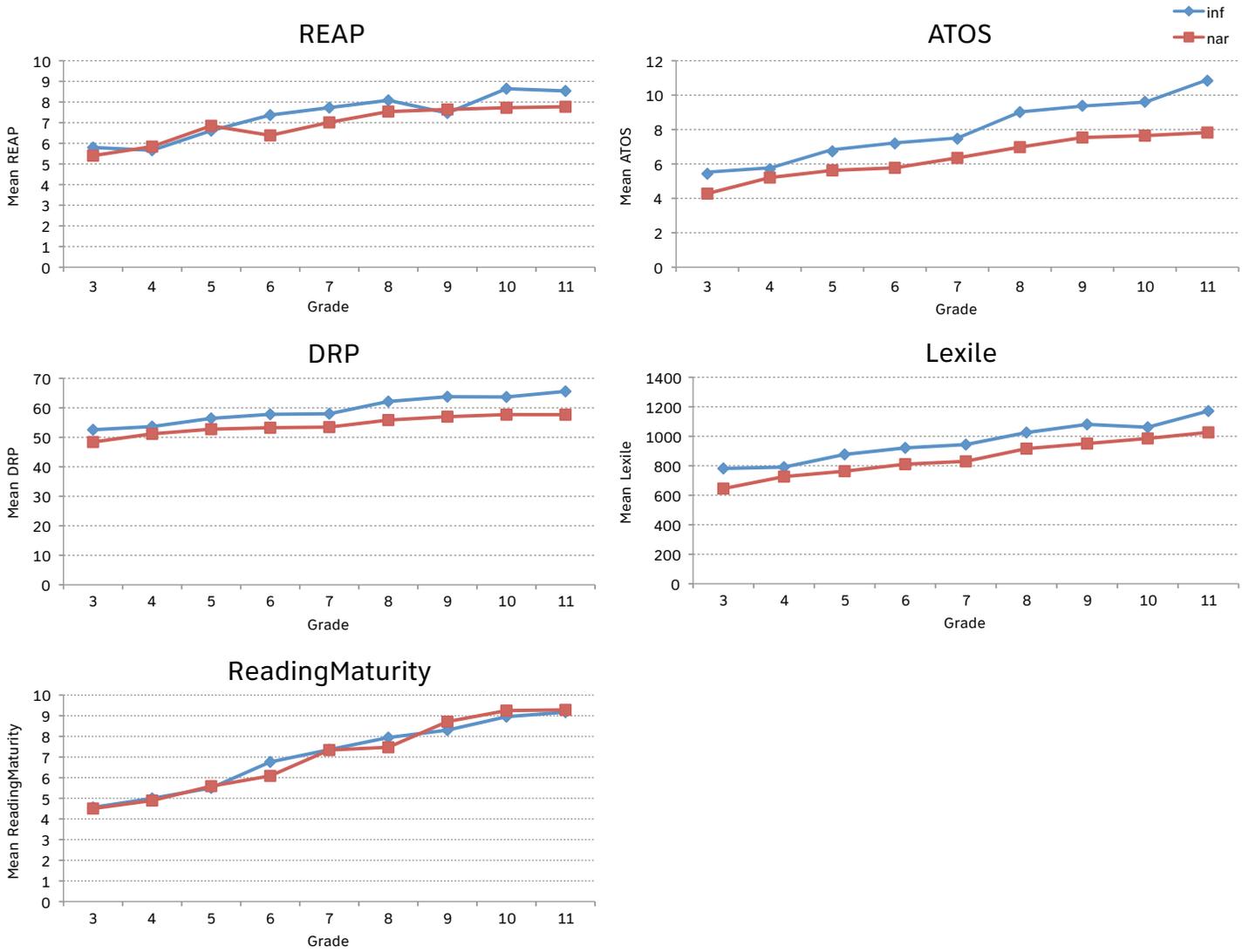
Figure 5.2.1–4 shows the same kind of text type x grade comparison for the state tests. Unlike the comparison for the exemplar texts, estimates for narrative as well as informational texts increase nearly monotonically with increasing grade levels. These data are based on larger sample sizes than the exemplar texts. Estimates are moderately and uniformly higher for informational than narrative texts across grades, except for ATOS, which shows increasing differences in the later grades and Reading Maturity, which shows no difference at any grade level between the two types. Informally, it also appears that Reading Maturity shows a more constant increment (linear slope) across grade levels for both text types.

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Figure 5.2.1-4: State Test Passage Metric Means by Text Type and Grade Level

Informational *n* at each grade level = 37, 44, 47, 46, 58, 80, 17, 34, 38

Narrative *n* at each grade level = 40, 39, 42, 31, 13, 55, 19, 17, 19



5.2.2 Elementary vs. Upper Grades

We compared the ability of each metric to discriminate among grades and student performance levels within broad grade bands. For text sets with grade level as the reference measure, we divided the texts into three equal groups of three grades (3–5, 6–8, 9–11) so that correlation coefficients would be comparable across the grade groupings. For the text sets with a continuous range of Rasch scores as the reference measure, we subdivided the scores into elementary grades (1–5) and upper grades (6+).

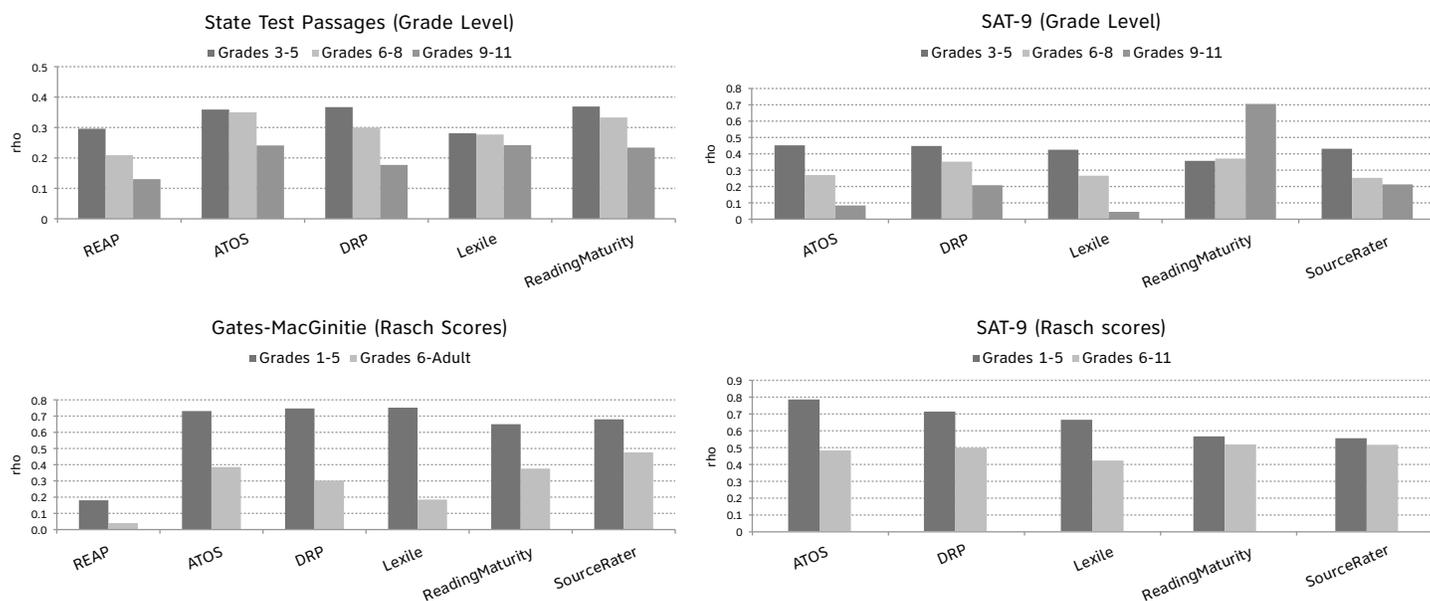
Of the four text sets that included grade as a reference measure, only two (the state test passages and the SAT-9) had texts that were leveled grade-by-grade for the full range of grades. Of the three text sets with student performance-based difficulty measures as the reference measure, only two (the Gates-MacGinitie and the SAT-9) also included grade level information that allowed us to form subgroups of data.

As shown in Figure 5.2.2–1, the metrics discriminate better among grades within lower grade bands than within higher grade bands. For example, among the state tests, discrimination is poorer among the three grades within the 9–11 grade band (i.e. grades 9, 10, and 11) than among grades within the lower bands of grades 3–5 and 6–8. This pattern is repeated for the SAT-9 grade level data, with the exception that the Pearson Reading Maturity Metric is more correlated with grade level in the 9–11 range than the lower grade ranges.

All metrics are more correlated with Rasch scores within grades 1–5 than within grades 6-adult for the Gates-MacGinitie test. This pattern repeats for ATOS and Lexile in the SAT-9 Rasch data.

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Figure 5.2.2–1: Comparisons of within-grade-band correlations for lower and upper grade bands.



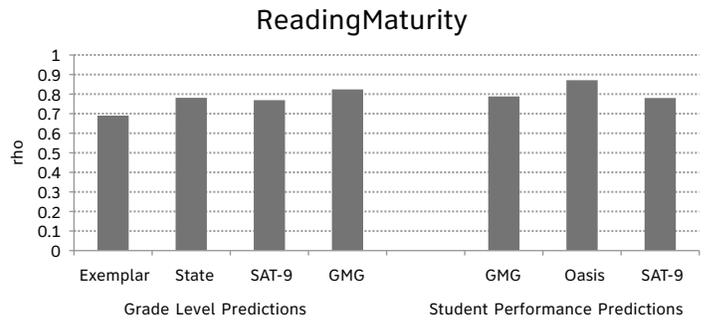
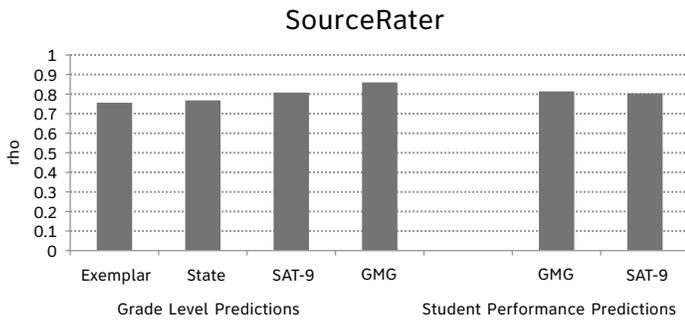
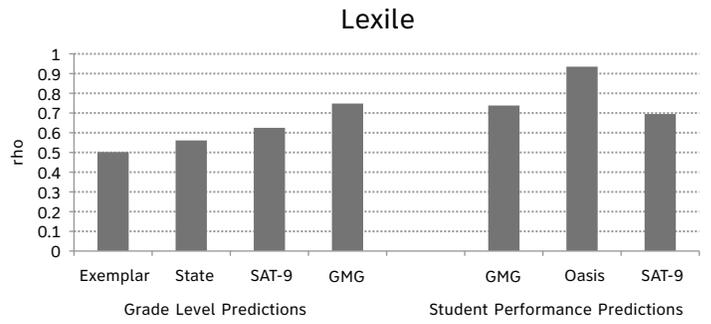
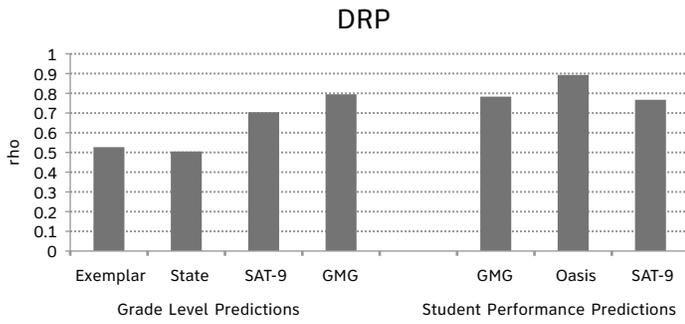
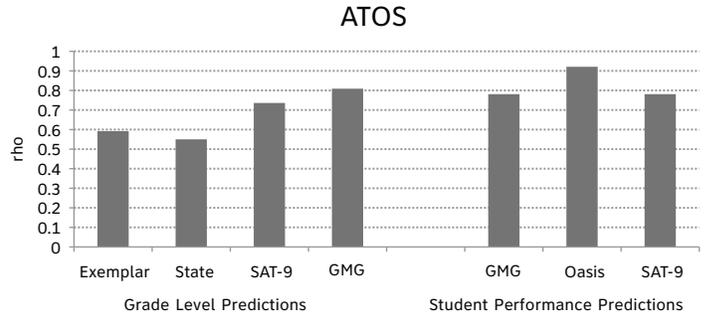
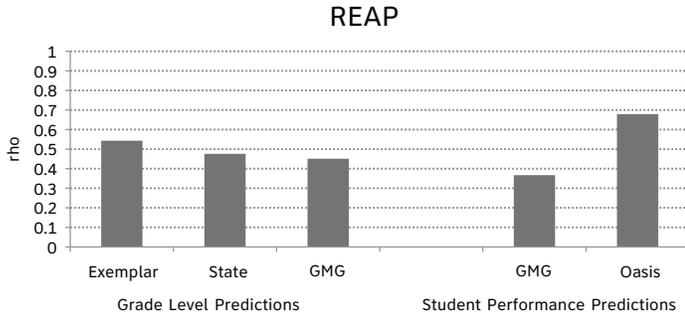
5.2.3 Grade Level vs. Student Performance Data

The data predicted by the metrics included a mix of grade levels and passage difficulty based on student performance data, and the metrics were generally successful at both kinds of predictions. Two sets of texts – the Gates-MacGinitie and the SAT-9 – could be compared on both grade level and performance. Figure 5.2.3–1 separates grade level reference measures from student performance reference measures.

As can be seen, ATOS, DRP, and Lexile showed overall better predictions for student performance than for grade levels. However, for the Gates-MacGinitie and the SAT-9, which included both student performance and grade levels, their predictions were similar. Their lower performance on grade level measures reflects lower predictions on the Common Core Exemplar texts and the state test passages. In contrast, SourceRater and Reading Maturity did well on both grade level and student performance measures. One implication is that measures that include more complexity indicators may be capturing some of what the human raters use (beyond vocabulary and sentence length) when they rate grade levels.

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Figure 5.2.3–1: Comparisons of correlations with grade level vs. student-performance based reference measures



5.3 Variability among the Metrics

Overall, the metrics were successful in predicting grade levels and Rasch scores of text difficulty based on student performance. However, there were some apparent differences among the metrics that we summarize here, highlighting comparisons in which 95% confidence intervals were non-overlapping. One notable pattern involves two groupings of metrics based on their shared use of related difficulty measures. One group includes the three metrics that rely primarily on word difficulty (word frequency or grade level) and sentence length (ATOS, DRP, and Lexile), while adding variables such as word length (ATOS, DRP) and within sentence punctuation (DRP). The second group (SourceRater and Pearson's Reading Maturity) also uses measures that reflect word frequency, word length and sentence length. However, they add a broader range of linguistic predictors, including text coherence (both Source Rater and Reading Maturity), word meaning features (Source Rater), syntactic measures (both), paragraph length (both), and text genre (Source Rater), among others.

The metrics within these two groups tend to pattern together in their correlations with reference measures. In almost all cases, ATOS, DRP, and Lexile were similar in their correlations with reference measures. Similarly, SourceRater and Reading Maturity were comparable in their correlations with reference measures.

Comparing these two groups, two observations emerge. First, the two groups showed comparably high correlations with a number of reference measures. Second, when there were differences between the two groups, they tended to favor the metrics in the second group (Reading Maturity and SourceRater). Only for the Oasis passages did ATOS, Lexile, and DRP (the first group) show higher correlations than Reading Maturity (there were no data for SourceRater for these passages as noted in section 5.1.5).

For example, SourceRater and Reading Maturity were more highly correlated with grade level of the Common Core exemplar texts and state test passages than were ATOS, Lexile, and DRP. For the state grade levels, Reading Maturity was more highly correlated with the grade levels than were ATOS, Lexile, and DRP, and this was also true for the subset of narrative state test texts. For the informational texts, Reading Maturity was correlated more highly with grade level than was Lexile (although not higher than ATOS or DRP).

For the Common Core Exemplar texts, Reading Maturity tended to show higher correlations with text grade levels, including the subset of informational texts, although the confidence intervals overlapped

with those of other measures in some comparisons. SourceRater showed higher correlations with the Common Core Exemplar text grade levels than any metrics of the first group. SourceRater showed higher correlations than either DRP or Lexile for the informational subset of these texts. For the subset of state test passages that ETS analyzed, SourceRater was more highly correlated with grade level than all the metrics of the first group.

In several cases, the REAP measure, compared with the other metrics, was less correlated with reference measures of text difficulty. This was true for correlations with grade levels on the state test passages, for the Gates-MacGinitie grade levels and Rasch scores, especially for grades 1–5, and for the Oasis observed Lexile scores. It should be noted, however, that the primary purpose of the REAP project is to assist instructors in searching for texts on the web that satisfy specific lexical constraints while matching individual students’ interests. So, while grade level computations are a part of this matching process, it is not REAP’s primary objective. Given that REAP uses measures similar to those used by other text tools (including word frequency, word length, and sentence length), it is likely that the difference in correlations comes from less extensive norming to outside measures compared to the other metrics.

5.4 Coh-Metrix

The Coh-Metrix Text Easability Assessor gauges texts along five dimensions, which the developers characterize as follows:

Narrativity: The degree to which a text is story-like. It relies on indicators such as word familiarity, use of pronouns, the ratio of verbs to nouns, and many other countable factors that are characteristic of stories more than informational texts.

Referential cohesion: The degree of co-reference (word overlap and pronouns) across the text.

Syntactic simplicity: How short and familiar the syntactic structures used in the text are. Texts with shorter sentences and clauses and more familiar structures will have high scores on the syntactic simplicity dimension.

Word concreteness: The relative numbers of concrete (perceptible in reality), imageable (evocative of a mental image), and “meaningful” (associated with the meanings of other words) words in the text.

Deep cohesion: The degree to which causal, temporal, and logical connectives are present in the text.

Figure 5.4–1 shows Spearman’s *rho* correlation of each of these dimensions with grade level, and Figure 5.4–2 plots each dimension against grade level for each text set. When texts were grouped in grade bands, the data point was plotted in the middle of the grade-band (for example, the mean narrativity for the Common Core exemplar grades 2–3 is plotted at grade 2.5).

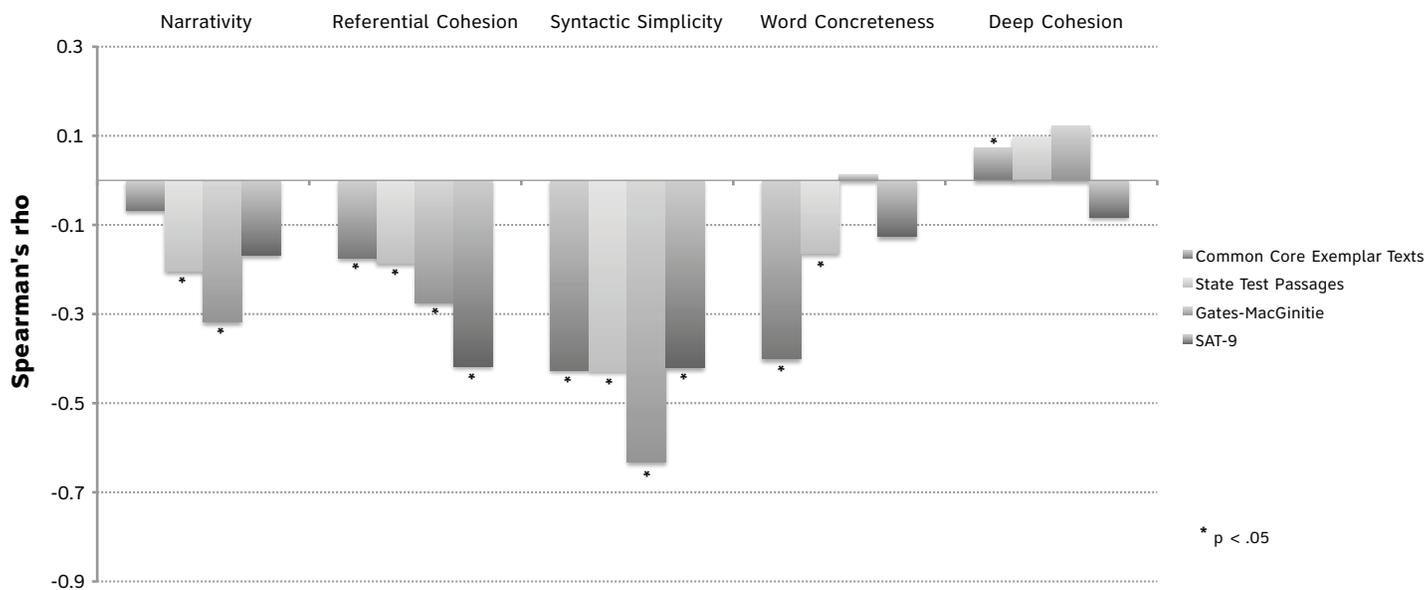
We should note that the correlations between single dimensions and grade level have not taken into account the shared variance of the dimensions, which means attributions about specific dimensions contributing uniquely to grade levels is unwarranted. With this caveat in mind, we can nevertheless see that syntactic simplicity was the dimension most correlated with grade level, with higher graded text having more complex syntax. For most of the text sets, referential cohesion and narrativity were also correlated with grade level, with more cohesive texts and more narrative texts in the younger grades (this correlation approaches statistical significance for the SAT-9). However, narrativity was not reliably correlated with grade level for the Common Core exemplar texts. Figure 5.4–2 reveals that the Common Core exemplar texts tend to maintain a slightly higher degree of narrativity in the upper grades and a slightly lower degree of narrativity in the lower grades compared with other text sets, resulting in a more constant degree of narrativity across the grades.

Word concreteness was reliably correlated with grade level only for the Common Core exemplar texts and the state test passages. Figure 5.4–2 shows that word concreteness was lower overall for these text sets in comparison to the others, and that the Common Core exemplar texts steadily increase in abstractness (decrease in concreteness) as grade band increases.

Deep cohesion was reliably, but only weakly correlated with the state test passages, with more deep cohesion (more connectives) in the upper grades.

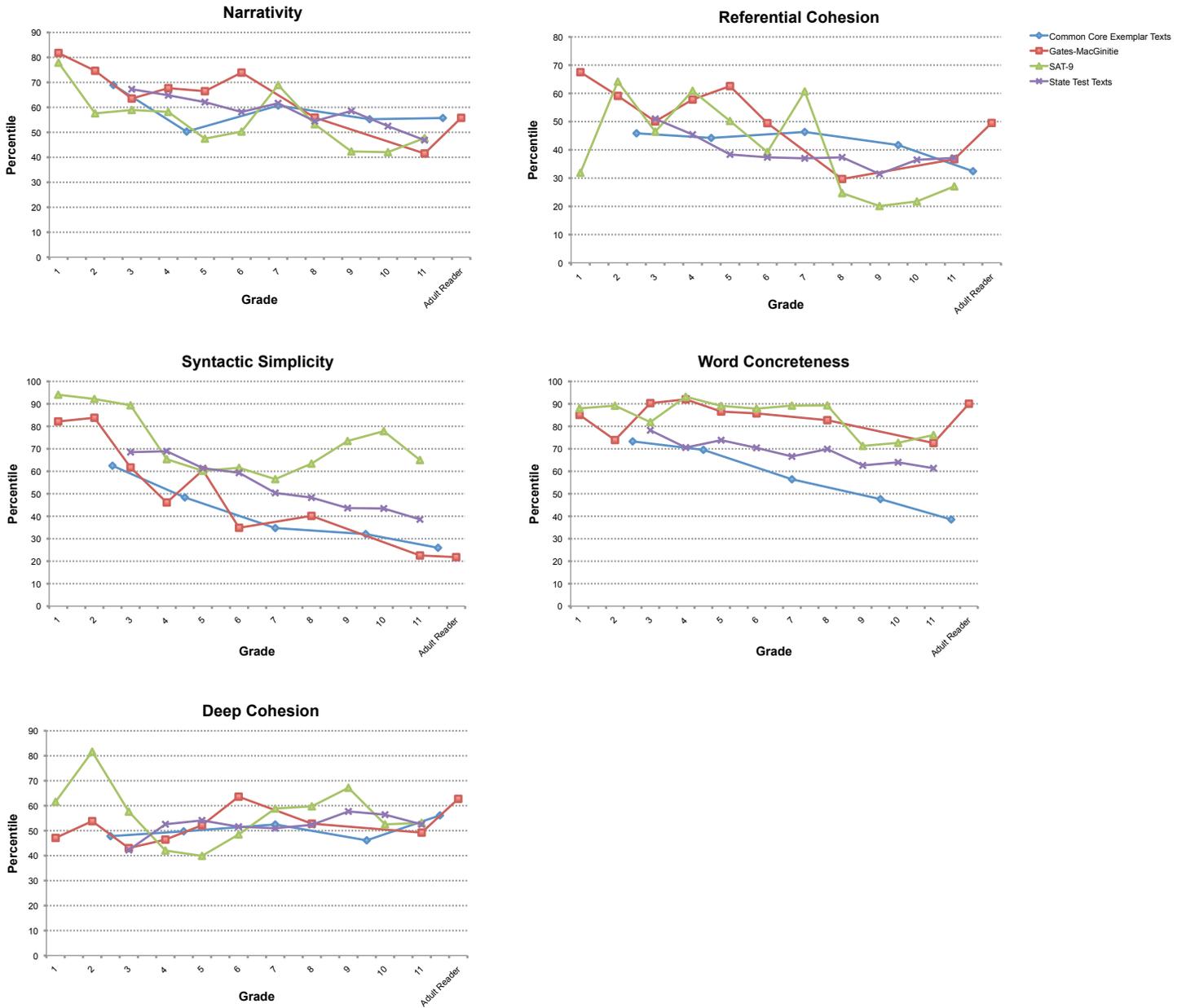
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Figure 5.4-1: Correlation of Coh-Metrix dimensions with grade level



MEASURES OF TEXT DIFFICULTY

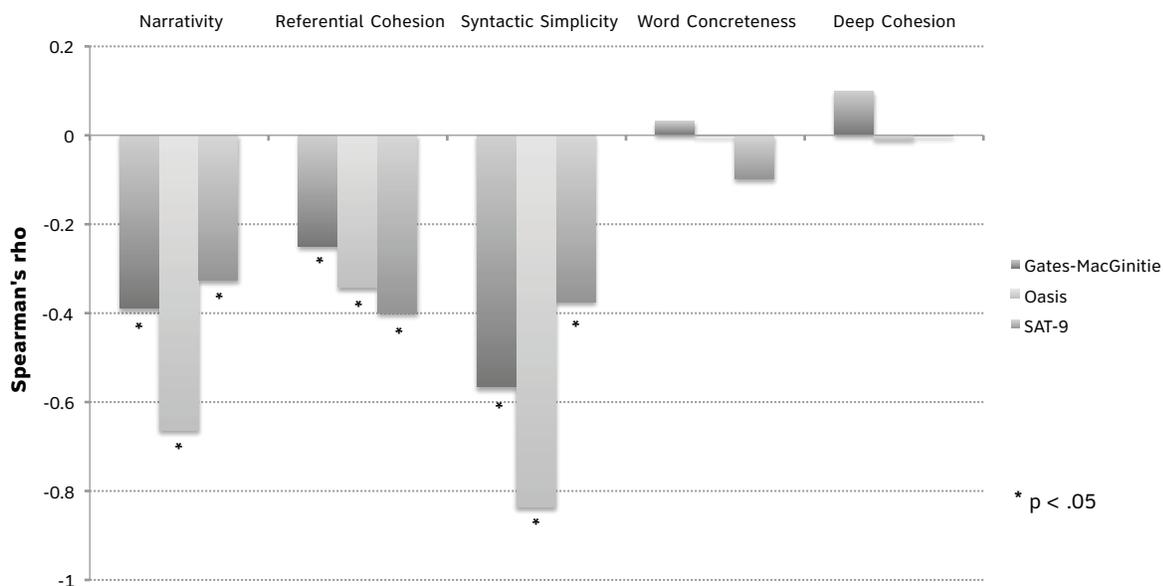
Figure 5.4-2: Coh-Metrix dimension percentiles by Grade Level



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Figure 5.4–3 shows that all three text sets with student performance-based reference measures generally show the same pattern. Difficulty is predicted most strongly by syntactic simplicity, followed by narrativity (which was especially highly correlated with performance on the Oasis passages), followed by referential cohesion. Word concreteness and deep cohesion were not reliably correlated with performance-based measures of text difficulty.

Figure 5.4–3: Correlation of Coh-Metrix dimensions with student performance-based text difficulty measures



6 CONCLUSIONS

All of the metrics were reliably, and often highly, correlated with grade level and student performance-based measures of text difficulty across a variety of text sets, and across a variety of reference measures. Some differences among the correlations were also observed. In most cases, informational texts were more highly correlated with the metrics than were the narrative texts. Further examination showed that for the Common Core exemplar texts, the metrics' estimates of narrative text difficulty tended to flatten from grade band 4–5 to grade band 9–10, whereas the estimates of informational text difficulty flattened from grade band 6–8 to grade band 9–10. The interpretation of this finding is that the expert educators who chose the exemplar texts for the Common Core Standards distinguished between these middle grade bands based on something other than what is currently measured and weighted heavily in the metrics we evaluated. It could be that subject matter and themes, for example, lead educators to select which texts are appropriate for 6th through 8th grade. Of note is that SourceRater estimates of informational text difficulty did not flatten for this dataset. This implies that for informational texts, SourceRater was able to quantify sources of variation between texts in each grade band that are correlated with how experts classify texts into grade bands.

For the state test passages, the metrics estimated the narrative texts as less difficult than the informational texts across most grade levels, and the correlations with grade level were also lower for the narrative texts compared to the informational texts. The Pearson Reading Maturity Metric was the only measure that did not show this difference, with equally high correlations for both types of text. (SourceRater was not tested.)

The metrics showed the highest correlations with the grade levels of more uniform sets of standardized test passages (i.e. the SAT-9 and Gates-MacGinitie grade levels). The consistency and careful norming that are expected from a single standardized test probably explains the higher correlation with grade levels from these two individual tests. In contrast, the state test passages, which produced lower correlations, included a mix of standardized tests across a variety of state standards. Correlations were also generally somewhat lower for the Common Core exemplar texts, suggesting that the experts' selection of the exemplar texts relied on judgment factors beyond the text features measured by the metrics. However, the metrics that used a broader range of variables

did better on the Common Core texts than those that rely mainly on word difficulty and sentence length. The lack of some third reference point (the elusive “gold standard”) means we cannot privilege either expert ratings or the text difficulty measures. Student performances on these texts, which of course we do not have, might correlate more with one or the other. Nevertheless, the fact that the two metrics that used a broader range of linguistic and text variables did well on the exemplar texts (correlations around $\rho=.7$) suggests that a substantial portion of subjective expert judgments can be captured by an extended range of objective text measures.

Differences in which aspects of the texts were correlated with grade level may also explain the varied performance in predicting grade level across reference text sets. The Coh-Metrix analysis revealed that the Gates-MacGinitie and SAT-9 were both correlated with the same Coh-Metrix dimensions: narrativity, referential cohesion, and syntactic simplicity. Narrativity and syntactic simplicity correlate with the word difficulty and sentence length variables that are used by all metrics, which may help explain why these two reference measures were the best predicted grade level measures across all the metrics.

In the Coh-Metrix analyses, the Common Core Exemplar text grade levels were not reliably correlated with narrativity, but were reliably correlated with word concreteness, and the state test passage grade levels were reliably correlated with all of the dimensions. This may help explain why the metrics using a broader range of linguistic and text variables were more highly correlated with grade level for the Common Core exemplar texts and the state test passages than were metrics using mainly word difficulty and sentence length. For example, the use of word meaning features (e.g. concreteness), despite being correlated with word frequency, may capture additional features of text difficulty that affect expert judgment and student performance.

All of the metrics were highly correlated with text difficulty measures based on student performance, including performance on both cloze test items and multiple-choice comprehension questions. Each of the performance-based difficulty measures was correlated with the same three Coh-Metrix dimensions; narrativity, referential cohesion, and syntactic simplicity, which were the same three features most correlated with the Gates-MacGinitie and SAT-9 grade levels.

In addition, the pattern was generally that the metrics were better able to predict grade level and comprehension performance in the lower grades compared with the upper grades. This may reflect increased variance among factors determining grade levels and especially Rasch scores in the upper grades. At the upper grades, one expects more non-

systematic (individual student) differences in knowledge and also in the sources of information needed to answer questions (greater variance in knowledge-based information and inferences).

An important conclusion is that the metrics as a whole, despite some clear differences among them, performed reasonably well across a variety of reference measures. This robustness is encouraging for the possibilities of wide application for most of the measures. The results also confirm the continued viability of traditional components of readability (word difficulty and sentence length) for assessing text difficulty, especially when the assessment of difficulty includes standardized tests and student performance on these tests. Even metrics using a broader range of measures include the word difficulty and sentence level measures that are basic to readability measurement. However, the measurement components these broader-range metrics add allow some gains in predictions. Indeed, the broader-range metrics showed particularly robust performance, with correlations of $\rho = .80$ for most reference measures and the lowest correlation for a full text set at $.69$.

The question of whether objectively measured text complexity predicts student performance was answered in the affirmative. Indeed the metrics were at their best when they were predicting measures that included student performance. However, this predictive value tended to decrease for higher grades, where unmeasured factors play an increasing role. To what extent the features that make text complex include additional features – beyond syntax and vocabulary – that make text difficult remains to be determined. Similarly, more work is needed to understand how the features that make texts difficult for readers change with grade levels. More research, with larger sets of student performance data and text samples at the upper ranges, must be a near term priority for the field.

We close with a reminder that the results of this study, and hence our conclusions, are limited by the sets of reference data the study was able to obtain. Considering the vast universe of texts and student performances on them, this is more than the usual caveat about the limits of any study.

7 EDUCATIONAL IMPLICATIONS

The potential for applying text difficulty measures to education is much the point of this research. These applications are many, and there is more to consider in a comprehensive accounting than we can provide here. Instead, we want to highlight a few that deserve further discussion.

The first implication is that the success of text difficulty metrics in predicting reference measures of text grade levels and student performance means that a wide range of applications consistent with the goals of the Common Core Standards can be supported by text difficulty tools. This applies both to tools based on the variables of traditional readability formulae (word difficulty and sentence length) and those with broader indicators of text complexity. It applies also to the work of school-based curriculum text selection, publishers' attempts to meet curriculum standards, and reading assessment.

An especially interesting application is the use of text difficulty tools in reducing the large gap that currently exists between typical high school texts and college texts (Appendix A of Common Core Standards). How to close this gap, in effect to recalibrate text difficulty across grade levels, is an issue to address carefully, but a systematic approach will certainly include the application of text difficulty measures of the kind we have studied. The variability that the metrics showed in differentiating among the higher grades (8–12) is a factor in how a given metric can be recalibrated to close the gap. A common scale, based on this study and including the metrics examined here, has been published and is included as Appendix C. Based on this common scale, Appendix F shows the trajectory towards college and career readiness for each metric along with the metric's mean score on a selection of career-oriented and first year college texts for comparison.

Another implication is that the variety of applications benefits from the variety of tools. For example, whereas tools based on readability variables will serve a variety of practical purposes, educators charged with curriculum design might be interested in gaining a finer grain view of the properties of a set of texts. A text complexity measure such as Coh-Matrix, provides, rather than a single measure of text difficulty, information on specific dimensions that distinguish among texts and, thus, would be useful for this purpose.

Beyond these clear practical implications are some that are subtler. The broader-variable text metrics, which were nearly always as accurate

and sometimes more accurate than metrics based primarily on word difficulty and sentence length, provide useful measures of the degree to which a text has features of deep cohesion that support integration across sentences. When these features are absent, the reader may be called on to do more text work on his or her own in order to achieve a coherent understanding. It is possible, based on the Coh-Metrix measures, that the absence of deep cohesion features has little impact on student performance. (By contrast, superficial or referential cohesion did matter.) Why this is the case is a matter for more research. It is possible that deep cohesion does matter more in texts with technical science content for example, where tracking causal relations is critical. However, there are other possibilities: one is that word meaning and syntactic complexity, whose importance is confirmed across all the metrics in this study, are more powerful factors in student performance than deep cohesion.

Students with a sufficient lexicon and ability to comprehend syntax may have the capacity to make the connections needed to comprehend the text without explicit text connectors. If this analysis is correct, it may suggest the value of more practice with texts containing more complex syntax, and it reinforces the call for more and better vocabulary instruction, which apparently has continued, long after observations on this problem by Durkin (1979), to be a small and unsystematic part of literacy instruction (Scott & Nagey, 1997; Blachowicz & Fisher, 2000; Biemiller, 2001).

However, there is another perspective to be considered. It could be that some of the features of text that do make a difference if they are truly absent are just not "absent enough" in well-written texts. Curriculum and test designers, compared with a random, average writer, may be more careful to make or choose texts sufficiently coherent, at the deep as well as the surface level. In effect, the variability in explicit text features that matter for cohesion might not be large enough for the importance of these features to be detected in a sample of well-written texts.

Another implication of this work is the contrast between narrative and informational texts. The greater success of metrics that primarily use word difficulty and sentence length in predicting reference measures for informational texts than narrative texts suggest that text types are important in considering application of text difficulty tools. The ability of some of the tools (those with a broader range of variables) to do well on both text types is one of the more interesting outcomes of this study. It is not surprising that measures based primarily on word difficulty and sentence length capture properties of narrative texts imperfectly. It may be surprising that these measures when combined with other linguistic

and text factors do rather well. The subjective judgment of which works of fiction are appropriate for which grade levels is a complex issue, and one might assume that no quantitative measures could approximate these judgments. That was not the case here. The evidence suggests some alignment between measures beyond word difficulty and sentence length and judgments of grade level.

We conclude our brief treatment of implications by pointing out that the success of the quantitative measures provided by the metrics we studied does not mean there is no role for qualitative analysis. It is rightly valued in the Common Core State Standards. There are genres, notably poetry and drama, whose “difficulty” involves factors that are not readily measured by most, perhaps all, of the metrics considered in this study. Their placement in the curriculum, at least for now, must be done by human judgment and use of qualitative rubrics. The selection of texts for specific grade levels, as opposed to broader grade bands, might well benefit from systematic use of qualitative rubrics. This possibility, as well as numerous other practical, important questions requires further consideration and, where possible, some real research.

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APPENDIX A

Full Results Table: Spearman's rho

	n	REAP	ATOS	DRP	Lexile	RM	SR
CC Exemplar, All	168	0.543	0.592	0.527	0.502	0.690	0.756
CC Exemplar, Informational	103	0.610	0.623	0.508	0.555	0.739	0.791
CC Exemplar, Narrative	65	0.292	0.504	0.459	0.304	0.580	0.623
State Tests, All	683	0.482	0.662	0.594	0.593	0.787	
State Tests, ETS Subset	285	0.476	0.550	0.505	0.561	0.781	0.768
State Tests, Grades 3–5	254	0.296	0.359	0.367	0.281	0.369	
State Tests, Grades 6–8	285	0.209	0.350	0.300	0.277	0.333	
State Tests, Grades 9–11	144	0.130	0.241	0.177	0.242	0.234	
State Tests, Informational	401	0.463	0.728	0.684	0.631	0.765	0.781
State Tests, Narrative	275	0.490	0.639	0.555	0.557	0.794	0.756
GMG Grade Level, All	97	0.451	0.809	0.795	0.748	0.824	0.860
GMG Rasch, All	97	0.367	0.781	0.783	0.738	0.788	0.814
GMG Rasch, Grades 1–5	53	0.181	0.731	0.747	0.752	0.650	0.680
GMG Rasch, Grades 6-adult	44	0.040	0.386	0.302	0.185	0.376	0.476
SAT-9 Rasch, All	98		0.781	0.767	0.695	0.780	0.804
SAT-9 Rasch, Grades 1–5	41		0.784	0.712	0.663	0.564	0.553
SAT-9 Rasch, Grades 6-11	57		0.480	0.496	0.420	0.516	0.514
SAT-9 Grade, All	98		0.736	0.769	0.625	0.769	0.808
SAT-9 Grade, Grades 3–5	34		0.452	0.448	0.425	0.357	0.431
SAT-9 Grade, Grades 6–8	38		0.270	0.352	0.266	0.371	0.253
SAT-9 Grade, Grades 9–11	19		0.084	0.208	0.045	0.705	0.213
Oasis Empirical, All	372	0.629	0.924		0.946	0.879	
Oasis Empirical, ≥125 Words	271	0.679	0.921	0.893	0.935	0.871	

CC = Common Core; GMG = Gates-MacGinitie; SAT = Stanford Achievement Test;
n = number of texts in the sample; RM = Reading Maturity; SR = SourceRater

APPENDIX B

Full Results Table: Pearson's *r*

	n	REAP	ATOS	DRP	Lexile	RM	SR
CC Exemplar, All	168	0.537	0.571	0.515	0.504	0.700	0.744
CC Exemplar, Informational	103	0.630	0.631	0.527	0.606	0.755	0.797
CC Exemplar, Narrative	65	0.298	0.495	0.494	0.290	0.593	0.619
State Tests, All	683	0.463	0.651	0.585	0.589	0.783	
State Tests, ETS Subset	285	0.469	0.567	0.518	0.573	0.790	0.777
State Tests, Grades 3–5	254	0.267	0.394	0.371	0.302	0.355	
State Tests, Grades 6–8	285	0.198	0.354	0.284	0.262	0.353	
State Tests, Grades 9–11	144	0.158	0.249	0.164	0.224	0.215	
State Tests, Informational	401	0.459	0.707	0.662	0.621	0.763	0.791
State Tests, Narrative	275	0.459	0.611	0.511	0.554	0.802	0.764
GMG Grade Level, All	97	0.441	0.774	0.751	0.698	0.789	0.819
GMG Rasch, All	97	0.372	0.776	0.769	0.748	0.766	0.823
GMG Rasch, Grades 1–5	53	0.175	0.721	0.729	0.736	0.647	0.646
GMG Rasch, Grades 6-adult	44	0.044	0.411	0.331	0.198	0.415	0.512
SAT-9 Rasch, All	98		0.791	0.775	0.723	0.774	0.804
SAT-9 Rasch, Grades 1–5	41		0.727	0.678	0.637	0.610	0.552
SAT-9 Rasch, Grades 6-11	57		0.546	0.543	0.420	0.585	0.607
SAT-9 Grade, All	98		0.701	0.696	0.606	0.765	0.796
SAT-9 Grade, Grades 3–5	34		0.488	0.501	0.412	0.381	0.443
SAT-9 Grade, Grades 6–8	38		0.316	0.371	0.245	0.420	0.318
SAT-9 Grade, Grades 9–11	19		0.186	0.216	0.078	0.655	0.259
Oasis Empirical, All	372	0.621	0.918		0.949	0.875	
Oasis Empirical, ≥125 Words	271	0.678	0.940	0.922	0.961	0.895	

APPENDIX C

Common Scale for Band Level Text Difficulty Ranges

Common Scale for Band	Text Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.20	1185–1385	12.30–14.50	9.57–12.00

Key:

- ATOS ATOS® (Renaissance Learning)
- DRP Degrees of Reading Power® (Questar Assessment, Inc.)
- FK Flesch Kincaid® (public domain, no mass analyzer tool available)
- Lexile Lexile Framework® (MetaMetrics)
- SR Source Rater© (Educational Testing Service)
- RM Pearson Reading Maturity Metric© (Pearson Education)

Measures not in concordance table:

- REAP (Carnegie Mellon University)
- Coh-Metrix (University of Memphis)

APPENDIX D

Common measures for sample CCSS Exemplars, Career, Citizenship and College Texts

(Band) Title of Text	ATOS	DRP	Lexile	REAP	RM	SR
Sample Titles from Appendix B						
(2-3) Bat Loves the Night	5.0	53	760	4.9	5.6	1.0
(2-3) Cricket in Times Square (read aloud)	4.0	47	530	6.8	6.2	—
(4-5) A History of US: The First Americans, Prehistory to 1600	7.3	57	760	5.1	6.8	6.6
(4-5) Horses	5.6	56	910	3.6	5.7	2.2
(6-8) Cathedral: The Story of Its Construction	10.7	65	1120	11.4	9.1	5.8
(6-8) A Short Walk Through the Pyramids and Through the World of Art	9.1	61	1150	8.1	9.1	9.1
(6-8) The Dark is Rising	6.5	57	980	8.0	8.1	8.5
(6-8) The Tell-Tale Heart	6.7	56	640	11.2	9.4	10.3
(9-10) Gettysburg Address	8.7	62	1220	10.7	10.1	10.9
(9-10) I Have a Dream Speech 1963	9.1	61	1190	5.8	10.2	10.0
(9-10) The Gift of the Magi	6.5	55	880	7.4	9.4	8.5
(9-10) The Odyssey	8.5	60	1210	4.9	9.5	8.4
(11–12) Jane Eyre	9.2	64	1060	7.6	10.7	8.4
(11–12) The Declaration of Independence	15.1	71	1450	9.9	10.8	15.4
(11–12) The Great Gatsby	9.0	66	1490	8.5	10.3	13.9
College and Career Ready: Sample Career Documents						
Florida Real Estate Commission Newsletter	11.7	73	1270	12.0	—	11.5
Integrated Pest Managements for Home Apple Growers	10.5	67	1270	6.9	—	8.8
Learn About the United States: Quick Civics Lessons for the Naturalization Test	9.7	64	990	7.9	—	10.4
College and Career Ready: Sample First Year College Texts						
Media & Culture	13.9	74	1369	10.0	10.9	12.9
Microeconomics	12.7	68	1284	11.1	10.2	11.3
Understanding the Bible	14.9	74	1501	10.7	12.3	14.8

APPENDIX E

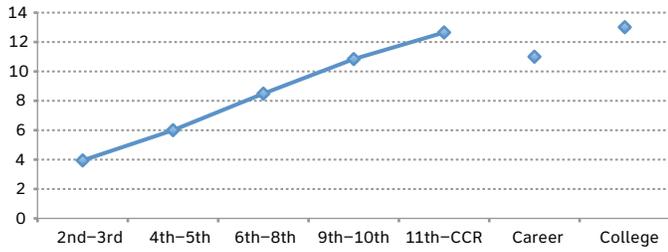
How to access the measures

- 1 **ATOS analyzer: Renaissance Learning**
www.renlearn.com/ar/overview/atos/
- 2 **Coh-Metrix Easability Tool. University of Memphis**
Beta site available at: <http://141.225.42.101/cohmetrixgates/Home.aspx?Login=1>
- 3 **Degrees of Reading Power: DRP Analyzer—Questar Assessment, Inc.**
www.questarai.com (Contact info@questarai.com or 1-845-277-1600 with requests for DRP Text Analysis Services).
- 4 **Lexiles—Metrametrics**
www.lexile.com/analyzer/
- 5 **Pearson Reading Maturity—Pearson Knowledge Technologies**
Beta site available at: www.readingmaturity.com
- 6 **REAP—Carnegie Mellon University**
www.reap.cs.cmu.edu/
- 7 **Source Rater Educators Testing Service**
Beta site available at: <http://naeptba.ets.org/SourceRater3/>

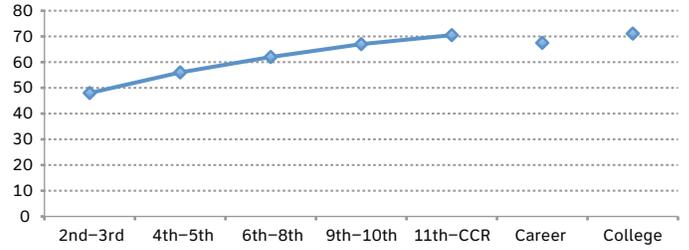
APPENDIX F

Trajectories of all Measures to College and Career Readiness

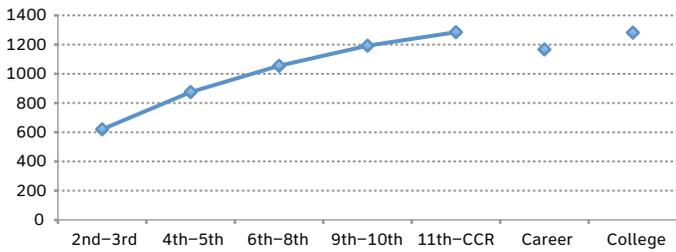
ATOS



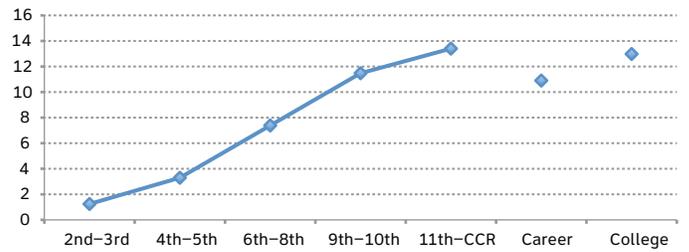
DRP



Lexile



SourceRater



ReadingMaturity

