

Common Core Standards
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THIRD GRADE

READING

LITERATURE

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events.

INFORMATIONAL TEXT

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount key details and explain how they support the main idea.

WRITING

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear sequences.

W.3.7: Conduct short research projects that build knowledge about a topic.

FOURTH GRADE

READING

LITERATURE

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3: 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).

WRITING

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information supported by facts.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, summarize, and categorize information, and provide a list of resources.

FIFTH GRADE

READING

LITERATURE

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2: Determine a theme of a story, drama or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.6: Describe how a narrator's point of view influences how events are described.

INFORMATIONAL TEXT

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3: Explain 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.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7: 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.

WRITING

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information supported by facts and details.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; paraphrase information in notes and finished work, and provide a list of resources.

SIXTH GRADE

READING

LITERATURE

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as references drawn from the text.

RL.6.2: 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 judgements.

INFORMATIONAL

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: 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 judgements.

WRITING

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

RL.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.

W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SEVENTH GRADE

READING

LITERATURE

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

RL.7.2: 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.

RL.7.4: 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 specific verse or stanza of a poem or section of a story or drama.

RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.10: 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.

INFORMATIONAL

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences from the text.

RI.7.2: 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.

RI.7.9: 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 the facts.

WRITING

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, and well-structured event sequences.

W.7.8: Gather relevant information from multiple print and digital sources, using terms effectively; assess the credibility and accuracy of each source; and quote and paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation.

SPEAKING AND LISTENING

SL.7.4: 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.

EIGHTH GRADE

READING

RL.8.1: Cite the textual evidence that most supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: Determine central 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.

RL.8.5: Compare and contrast two or more texts and analyze how the differing structure of each contributes to its meaning and style.

RL.8.10: 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.

INFORMATIONAL:

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2: 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.

RI.8.8: 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.

WRITING

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.5: 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.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection and research.

SPEAKING AND LISTENING

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.4: 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.

HEALTH

(GRADES 3-8)

D. INFLUENCES ON HEALTH: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

E. COMMUNICATION AND ADVOCACY SKILLS: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

F. DECISION-MAKING AND GOAL SETTING: Students demonstrate the ability to make decisions and set goals to enhance health.

VISUAL AND PERFORMING ARTS

(GRADES 3-8)

B. CREATION, PERFORMANCE, AND EXPRESSION - VISUAL ARTS

Students create, express, and communicate through the art discipline.

C. CREATIVE PROBLEM SOLVING

Students approach artistic problem solving using multiple solutions and the creative process.

E5. INTERPERSONAL SKILLS

Students identify and demonstrate the positive interpersonal skill necessary to get along with others and participate in the arts.