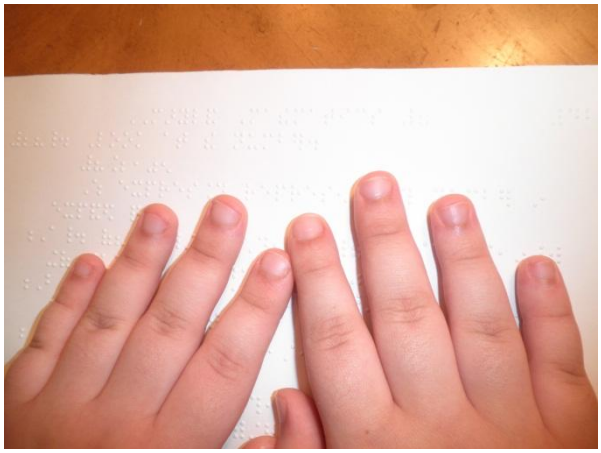

Figure 1 Student Reading Braille

Maryland Common Core State Curriculum Frameworks for Braille

English/Language Arts

Maryland State Department of Education
2012

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

MSDE
Division of Special Education /Early Intervention Services

Contents

Acknowledgements to the Task Force Members 2

Acknowledgements to the Reviewers 3

Introduction 4

References 8

Maryland Common Core State Curriculum Frameworks for Braille: English/Language Arts 9

Reading Foundational Skills 11

Language 38

Writing 103

Reading Informational Text 215

Reading: Literature 279

Speaking and Listening 340

Appendix A: Braille and Formatting for English/Language Arts Charts by Grade Level and Course 385

Appendix B: Acronyms and Definitions 396

Appendix C: Resources 400

Appendix D: Instructional Materials 402

Appendix E: Tactile Editing Marks 403

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Introduction

Literacy, a basic requirement for full participation in social and economic life, includes the ability to read, write, and compute. Students who are blind or visually impaired must have the same access as sighted students to all standards, curriculum, and instruction in order to achieve essential literacy levels, attain high academic expectations, and become productive citizens. During the 2010 Maryland Legislative Session, House Bill 413 and Senate Bill 230 were passed "to establish standards for mastery of braille for use in instruction in certain subjects for blind or visually impaired students" (Annotated Code of Maryland, Section §8-408, 2010). To achieve successful implementation of these standards for mastery of braille, House Bill 413 and Senate Bill 230 both require the Maryland State Board and the Professional Standards and Teacher Education Board to "review and, as appropriate, modify certain certification and recertification requirements for certain teachers; and generally relating to the use of braille for instruction of blind or visually impaired students" (Annotated Code of Maryland, Section §8-408, 2010). As part of this implementation, the Maryland State Department of Education (MSDE) formed the Maryland Braille Task Force to develop standards for the mastery and application of braille skills needed at each grade/course level.

Members of the Maryland Braille Task Force represent a broad range of stakeholder groups, including:

- parents of students who are blind or visually impaired;
- classroom teachers and administrators from the Maryland School for the Blind;
- teachers of the blind and visually impaired;
- braille transcribers;

- orientation and mobility (O&M) specialists;
- the Maryland Chapter of the National Federation of the Blind;
- the Maryland's Parents of Blind Children; and
- the Maryland State Department of Education, the Division of Instruction and the Division of Special Education.

The process used by the Task Force was just as important as the task of creating the *Maryland Common Core State Curriculum Frameworks for Braille: English/Language Arts.* Decisions were made using consensus building, and meetings were facilitated by a trained facilitator from the Mid-South Regional Resource Center to ensure fidelity to a process based on respectful discussions, effective resolution of any conflicts, and completion of the task.

The Task Force met seven times during the 2011-12 school year to develop braille standards for English/Language Arts. The members reviewed the Maryland Common Core State Curriculum Frameworks, similar braille standards from other states, curriculum checklists, and other resources. Standards for grades Pre-K through 5 were completed first, followed by middle school grades and high school courses.

The Task Force members shared common beliefs, which guided the development of this document:

- ***The document should promote strong skills and high, measureable, academic expectations by establishing grade level standards for students who read braille in grades Pre-K through 12.***
- ***The document must reflect the same expectations of meeting grade level standards for braille readers as for their sighted peers.***
- ***The document needs to be useful and relevant to its intended audience, have a strong connection to general education, and be a model of accessibility.***

- ***High expectations in the use of braille and tactile graphics to access core curriculum content will lead to success on future state assessments in English/Language Arts, as well as the current Maryland School Assessment, High School Assessment, Modified High School Assessment, and Alternate Maryland School Assessment.***
- ***Students who read braille need early and frequent exposure to contracted braille in order to become proficient readers and writers.***
- ***Students who read braille need early and frequent exposure to a variety of tactile graphics in order to become proficient accessing all graphical content.***
- ***Students who read braille should be encouraged to demonstrate proficient braille reading skills at an early age to become fluent readers.***
- ***High expectations in the use of braille tactile graphics to access core curriculum content will help ensure that students who are blind and visually impaired are college or career ready.***

The intent of the *Maryland Common Core State Curriculum Frameworks for Braille: English/Language Arts* is to identify the specific braille skills needed to access the general education curriculum, not to dilute in any way the rigor of the *Maryland Common Core State Curriculum Frameworks*. Thus, this document embeds the braille and tactile graphics necessary to: (1) access the *Maryland Common Core State Curriculum Frameworks* at each specific grade/course level for ease of use; (2) encourage vertical and horizontal discussions regarding standards, curriculum, and instruction; and (3) provide guidance on grade-level expectations for students who read braille to the intended audience: teachers of the blind and visually impaired, general and special education teachers, related vision service providers (for example, O&M specialists, braille transcribers, paraprofessionals), and school-, district-, and state-level administrators, and parents.

This document is formatted to ensure accessibility and relevance for the intended audience. Accessibility is incorporated by using style sheets, labeled and separate tables, and larger and clearer fonts. Braille skills added to the standards are underlined so they are visible to sighted users, auditorily distinct for users who are blind using screen reading software, or tactually distinct for users who are blind using braille devices. The document also includes several appendices: charts of braille and formatting/tactile graphics for English/Language Arts by grade levels and courses using simulated braille, a list of acronyms and definitions, and a list of resources and materials to assist in implementation. The document is available in both PDF and Microsoft Word formats. In order to view the simulated braille in the Word format, you must download free braille fonts and install them in your fonts' folder. Fonts can be downloaded at:

http://duxburysystems.com/product2.asp?product=The%20Braille%20TrueType%20Fonts&level=free&action=pur

In addition to creating the *Maryland Common Core State Curriculum Frameworks for Braille: English Language Arts*, the Task Force members reviewed current Maryland certification and re-certification requirements for teachers of students who are blind and visually impaired, Moreover, the members suggested revisions to the MSDE based upon current higher education course offerings, best practices in the field, and the work of the Task Force.

To conclude, the Task Force members recommend that this document be disseminated to the intended audience of stakeholders noted above for awareness, professional development, and implementation. The *Maryland Common Core State Curriculum Frameworks for Braille: English/Language Arts* provides the resources to help ensure that students who are blind or visually impaired can achieve equal access and high expectations with the same rigorous content as all students.

References

Maryland House Bill 413 and Senate Bill 230, (2010). Annotated Code of Maryland. Section §8-408.

Mauer, M. (2010, Summer). Equal standards for blind children. *Future Reflections*, *29*(3), Retrieved from http://www.nfb.org/images/nfb/Publications/fr/fr29/3/fr2903tc.htm

Maryland Common Core State Curriculum Frameworks for Braille

How to Read the Maryland Common Core Curriculum Framework for Braille: English/Language Arts

In June 2010, the Maryland State Board of Education adopted the Common Core State Standards. During the summer and fall of 2010, Maryland educators examined the Common Core State Standards and the existing State Curriculum to determine which skills and content matched the Common Core State Standards. Based on this analysis, development of the new curriculum began. These Frameworks are the result of a yearlong effort by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

Key:
Black print – Common Core State Standards
Red print – The Essential Skills and Knowledge identified by Maryland Educators. These statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard.
Purple print – The Common Core State Standard was judged as an excellent match with the existing State Curriculum during the gap analysis, such as SC, 6 (read "State Curriculum, Grade 6)
Underlining – word/phrases/sentences that pertain to braille reading, writing, and tactile graphics.
~~Strikethroughs~~ - word/phrases that are visual in nature and not applicable to a student who reads braille.

The Maryland Common Core State Curriculum Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, you will see references such as See CCSS 6 SL4 (read "See Common Core State Standards, Grade 6, Speaking & Listening, Standard 4"). The following list shows the abbreviations used when referencing standards from the ELA Common Core State Standards:

RL – Reading Literature
RI – Reading Informational Text
RF – Reading Foundational Skills
W - Writing
SL – Speaking and Listening
L – Language

The Maryland Common Core State Curriculum Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 (read "Maryland School Library Media, grades 6-8, Standard, Indicator, Objective") and TL (read "Technology Literacy Standards" followed by Standard, Indicator, Objective).

READING FOUNDATIONAL SKILLS

PRE-K

Cluster: **Print Concepts**		
PK students:		
RF1 Demonstrate understanding of basic features of ~~print.~~braille.		
RF1.a Demonstrate an awareness that words are read from left to right, top to bottom and page by page.		
Essential Skills and Knowledge		
• With modeling and support, ◦ demonstrate interest/attention to ~~print~~ braille ◦ demonstrate proper orientation of book ◦ demonstrate proper handling of a book ◦ recognize that a book has a front and back cover ◦ follow words from left to right using all fingers on both hands (and return sweep with left hand to locate the next line while the right hand completes tracking the current line), top to bottom, front to back and page by page		

READING FOUNDATIONAL SKILLS

PK students:		
RF1.b Recognize that spoken words can be written and read. **Essential Skills and Knowledge** • With modeling and support, ◦ engage in a variety of literacy experiences (e.g. shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g. a variety of structures and/or genres representing a wide variety of cultures) ◦ understand that speech can be written and read ◦ understand that ~~print~~ braille conveys meaning		
RF1.c Understand that words are separated by spaces in ~~print~~ braille. **Essential Skills and Knowledge** • With modeling and support, engage in a variety of literacy experiences which focus on spaces in ~~print~~ braille (e.g. shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g. a variety of structures and/or genres representing a wide variety of cultures).		

READING FOUNDATIONAL SKILLS

PK students:		
RF1.d Recognize and name some uppercase and lowercase letters of the alphabet in braille, with uppercase letters indicated by a capital sign preceding the letter.		
Essential Skills and Knowledge		
• With modeling and support, ◦ apply ~~visual~~ tactile discrimination of shapes, dot number(s), and orientation ◦ differentiate between tactile graphics of pictures, tactile shapes, braille letters, and literary braille numerals ◦ attend to ~~print~~ braille in order to discriminate between letters and numbers in order to recognize that letters and numbers represent different concepts ◦ attend to ~~print~~ braille in order to learn letter names		

READING FOUNDATIONAL SKILLS

Cluster: **Phonological Awareness**		
PK students:		
RF2 Demonstrate understanding of spoken words and sounds (phonemes).		
RF2.a Recognize rhyming words in spoken language. **Essential Skills and Knowledge** • With modeling and support, ◦ identify and differentiate environmental sounds ◦ begin to demonstrate auditory discrimination of rimes/same ending sounds ◦ identify rhyme in poems and stories read aloud		
RF2.b Identify and isolate individual words in a spoken sentence. **Essential Skills and Knowledge** • With modeling and support, identify and differentiate individual words in spoken language		
RF2.c Count, pronounce, blend, and segment syllables in spoken words. **Essential Skills and Knowledge** • With modeling and support, ◦ identify and isolate spoken words in a sentence ◦ identify whether isolated sounds are same or different ◦ orally blend word parts (onsets and rimes)		

READING FOUNDATIONAL SKILLS

PK students:		
RF2d. Blend and segment onsets and rimes of single-syllable spoken words. **Essential Skills and Knowledge** • With modeling and support, ◦ identify initial and final sounds in a word ◦ categorize words as same or different by initial or final sound ◦ orally blend word parts (e.g. onsets and rimes)		
RF2.e Isolate and pronounce the initial sound in spoken words. **Essential Skills and Knowledge** • With modeling and support, ◦ recognize similarities and differences in the initial sound of words ◦ begin to demonstrate understanding the concept of first, middle and last		
RF2.f Orally blend and segment individual phonemes in two-to-three phoneme words. **Essential Skills and Knowledge** • With modeling and support, ◦ orally blend individual phonemes to form words (e.g. /c/ /a/ /t/ = cat) ◦ orally segment a word into individual phonemes (e.g. cat= /c/ /a/ /t/)		

READING FOUNDATIONAL SKILLS

Cluster: **Phonics and Word Recognition**		
PK students:		
RF3 Know and apply grade-level phonics and word analysis skills in decoding words.		
RF3.a Recognize that words are made up of letters and their sounds. **Essential Skills and Knowledge** • With modeling and support, ◦ engage in language activities focusing on the alphabetic principle ◦ begin to associate names of braille letters with their shapes and dot numbers ◦ begin to notice the beginning letter in familiar words ◦ begin to associate names of letters with their sounds		
RF3.b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants. **Essential Skills and Knowledge** • With modeling and support, begin to match the name and sound of some upper and lower case consonant letters in the alphabet.		

READING FOUNDATIONAL SKILLS

PK students:		
RF3.c Recognize name in ~~print~~ braille as well as some school and classroom environmental ~~print~~ labels in braille (symbols/words). **Essential Skills and Knowledge** • With modeling and support, ◦ recognize and read name in isolation with increased automaticity ◦ identify and name the letters in first name written in contracted braille ◦ recognize a few words in school and classroom environmen~~tal~~ labeled in braille ~~print~~, i.e., desk, shelf, girl's bathroom, room numbers		

READING FOUNDATIONAL SKILLS

Cluster: **Fluency**		
PK students:		
RF4 Engage with a variety of texts in braille (e.g., a variety of structures and/or genres) with purpose and understanding. **Essential Skills and Knowledge**		
• With modeling and support, ◦ engage in a variety of literacy experiences (e.g., shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g. a variety of structures and/or genres representing a wide variety of cultures) ◦ use tactile graphics of illustrations, real objects, sounds, and verbal descriptions to support understanding of the text ◦ recite nursery rhymes, poems, and finger plays from a wide variety of genres with expression ◦ engage in imitative reading with prosody ◦ use strategies to prepare for reading (before, during and after reading)		

READING FOUNDATIONAL SKILLS

Kindergarten, 1 and 2

Cluster: Print Concepts		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RF1 Demonstrate understanding of the organization and basic features of ~~print~~ braille. (SC, K)	**RF1** Demonstrate understanding of the organization and basic features of ~~print~~ braille. (SC, 1)	**Ends at grade 1**
RF1.a Follow words from left to right, top to bottom, and page by page. using all fingers on both hands	**RF1.a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (SC, 1)	
Essential Skills and Knowledge	**Essential Skills and Knowledge**	
• With prompting and support, ◦ demonstrates interest/attention to ~~print~~ braille ◦ follow words from left to right, top to bottom, front to back and page by page using all fingers on both hands (and return sweep with left hand to locate the next line while the right hand completes tracking the current line) ◦ make return sweep to next line of text with left hand to locate the next line while the right hand completes tracking the current line	• Follow words from left to right, top to bottom, and page by page using all fingers on both hands (and return sweep with left hand to locate the next line while the right hand completes tracking the current line). • Recognize that spoken words are represented in written language by specific sequences of braille letters or braille contractions. • Understand that most words are separated by spaces in ~~print~~ braille. • Identify the components of a sentence (e.g., words, punctuation, etc.). • Use the capital sign at the beginning of a sentence and period, question mark or exclamation point at the end of a sentence.	

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
RF1.b Recognize that spoken words are represented in written language by specific sequences of braille letters/contractions. (SC, K) **Essential Skills and Knowledge** • With prompting and support, ◦ engage in a variety of literacy experiences (e.g., shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g., a variety of structures and/or genres representing a wide variety of cultures) ◦ recognize that spoken words can be written, spoken and read ◦ know the difference between braille letters and braille words ◦ identify the letter sign used to differentiate between a whole word braille contraction and individual letter ◦ recognize that letters go together to make words ◦ identifies words in text		

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
RF1.c Understand that most words are separated by spaces in ~~print~~ braille. (SC, K) **Essential Skills and Knowledge** • With prompting and support, ◦ engage in a wide variety of literacy experiences involving writing that focuses on spaces in ~~print~~ braille (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.) ◦ know the difference between a braille letter and a braille word ◦ identify the letter sign used to differentiate between a whole word braille contraction and individual letter ◦ recognize that letters build words and words build sentences ◦ recognize that most words written in braille are separated by spaces		

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
RF1.d Recognize and name all upper and lowercase letters of the alphabet. (SC, K) **Essential Skills and Knowledge** • With prompting and support, ◦ differentiate between numerals, letters and words ◦ engage in a wide variety of literacy experiences involving writing that focuses on upper and lower case letters in ~~print~~ braille (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.) ◦ attend to ~~print~~ braille in order to learn letter names ◦ identify and name upper and lower case letters written out of context and in isolation		

READING FOUNDATIONAL SKILLS

Cluster: : Phonological Awareness		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, K)	**RF2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1)	**Ends at grade 1**
RF2.a Recognize and produce rhyming words.	**RF2.a** Distinguish long from short vowel sounds in single-syllable words. (SC, 1)	
Essential Skills and Knowledge	**Essential Skills and Knowledge**	
• With prompting and support, ◦ identify and differentiate environmental sounds ◦ recognize rhyming words in spoken language ◦ understand the relationship between onset/rime in creating rhyming words ◦ demonstrate auditory discrimination to match rime/same beginning and ending sound ◦ demonstrate auditory discrimination of rimes/same ending sounds ◦ identify rhyme in poems and stories read aloud ◦ repeat and produce rhyming words	• Demonstrate auditory discrimination skills. • Identify and produce short vowel sounds. • Identify and produce long vowel sounds.	

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
RF2.b Count, pronounce, blend, and segment syllables in spoken words. **Essential Skills and Knowledge** • With prompting and support, ◦ identify and isolate individual words in spoken language ◦ identify letters, sounds and corresponding sounds ◦ orally blend word parts (e.g. onsets, rimes, and compound words) ◦ identify whether isolated sounds are same or different ◦ blend sounds and syllables to form words	**RF2.b** Orally produce single-syllable words by blending sounds (phonemes). (SC, 1) **Essential Skills and Knowledge** • Orally segment and count the syllables heard in given words. • Identify initial, medial, and final sounds (phonemes) in single-syllable spoken words. • Compare and identify the sounds (phonemes) in single-syllable spoken words using initial, medial, and final sounds. • Identify onsets and rimes of single-syllable spoken words. • Orally blend 3-4 phonemes into a word.	
RF2.c Blend and segment onsets and rimes of single-syllable spoken words. **Essential Skills and Knowledge** • With prompting and support, ◦ identify initial and final sounds in a word ◦ categorize words as same or different by onset and rime ◦ orally blend word parts (e.g. onsets, rimes)	**RF2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (SC, 1) **Essential Skills and Knowledge** • Identify the sounds (phonemes) heard in single-syllable spoken words. • Produce the sounds (phonemes) heard in single-syllable spoken words. • Orally add or delete a sound (phoneme) at the beginning or end of single-syllable words to make new words. • Orally substitute initial, medial, and final sounds in single-syllable words to make new words.	

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
RF2.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/.) (SC, K)	**RF2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (SC, 1)	
Essential Skills and Knowledge	**Essential Skills and Knowledge**	
• With prompting and support, ◦ isolate and pronounce the initial, medial and final sounds in spoken words ◦ recognize similarities and differences in the initial, medial and final sounds of words	• Identify the number of sounds (phonemes) heard in spoken single-syllable words. • Produce the sounds (phonemes) heard in single-syllable words. • Orally add or delete a sound (phoneme) at the beginning or end of single-syllable words to make new words. • Orally substitute initial, medial, and final sounds in single-syllable words to make new words.	
RF2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (SC, K)		
Essential Skills and Knowledge		
• With prompting and support, ◦ orally blend and segment individual phonemes in three phoneme words ◦ orally add or delete a sound (phoneme) at the end of a simple, one-syllable word to make a new word		

READING FOUNDATIONAL SKILLS

Cluster: Phonics and Word Recognition		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RF3 Know and apply grade- level phonics and word analysis skills in decoding words. (SC, K)	**RF3** Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1)	**RF3** Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 2)
RF3.a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant	**RF3.a** Know the spelling-sound correspondence for common consonant digraphs. (SC, 1)	**RF3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ identify and name upper and lower case letters of the alphabet ◦ use ~~pictures or symbols or~~ verbal description/cues, real objects, or tactile graphics to cue sound of the consonant letters	• Identify the letters and braille contractions that represent common digraphs. • Recognize that certain letter combinations can make one sound. • Associate a ~~visual~~ verbal, tactile, or kinesthetic cue with the digraph. • Decode words with letter combinations or braille contractions representing common consonant digraphs.	• Identify and apply vowel patterns to read words such as CVC, CVCE, CVVC. • Identify and apply vowel pattern pronunciation rules to read words.

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
RF3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	**RF3.b** Decode regularly spelled one-syllable words. (SC, 1)	**RF3.b** Know sound-spelling correspondences for additional common vowel teams.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ identify the difference between consonants and vowels ◦ recognize that a single vowel letter stands for a short or long vowel sound	• Apply the principles of sound-letter correspondence, including exceptions. • Produce letter-sound correspondences rapidly. • Blend isolated sounds into one-syllable words. • Use known word/part/braille contractions to decode unknown words.	• Understand that a combination of vowels can represent a single vowel sound. • Identify and apply vowel team pronunciation rules.
RF3.c Read common high-frequency words ~~by~~ (sight words). (e.g., *the, of, to, you, she, my, is, are, do, does*). (SC, K)	**RF3.c** Know final-e and common vowel team conventions for representing long vowel sounds.	**RF3.c** Decode regularly spelled two-syllable words with long vowels.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ recognize and read high frequency words with increasing automaticity ◦ read name in isolation with automaticity	• Recognize that two letters can represent a vowel sound. • Identify common vowel teams. • Apply vowel pronunciation rules to read words, such as CVCE, CVVC.	• Explain and apply syllable division rules. • Know and understand that every syllable has a vowel sound and be able to apply knowledge of open and closed syllables to determine vowel sound. • Identify and apply vowel pronunciation rules to read words, such as CVC, CVCE, CVVC.

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
RF3.d Distinguish between similarly spelled words by identifying the sounds of the letter that differ.	**RF3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a brailled ~~printed~~ word.	**RF3.d** Decode words with common prefixes and suffixes. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, identify sounds of words in isolation.	• Count and segment syllables orally. • Identify the vowel sound in spoken and written one-syllable words. • Identify the number of vowels and syllables in brailled ~~printed~~ words.	• Recognize and define base words. • Identify and define common prefixes and suffixes. • Blend parts to read words and describe how the affix affects the word meaning.
	RF3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	**RF3.e** Identify words with inconsistent but common spelling-sound correspondences.
	Essential Skills and Knowledge	**Essential Skills and Knowledge**
	• Recognize open and closed syllables. • Explain and apply syllable division rules. • Blend sounds in segmented syllables to read words.	• Identify and apply the rules for sound-spelling correspondences, including exceptions.
	RF3.f Read words with inflectional endings.	**RF3.f** Recognize and read grade-appropriate irregularly spelled words. (SC, 2)
	Essential Skills and Knowledge	**Essential Skills and Knowledge**
	• Identify inflectional endings. • Recognize and define base words. • Read words and describe how the inflectional ending affects the word meaning.	• Apply a variety of strategies to increase the number of grade appropriate sight words/high frequency words that can be read.

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
	RF3.g Recognize and read grade-appropriate irregularly spelled words. **Essential Skills and Knowledge** • Apply a variety of strategies to increase the number of grade appropriate high frequency words that can be read independently.	

READING FOUNDATIONAL SKILLS

Cluster: Fluency		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RF4 Read emergent-reader texts with purpose and understanding.	**RF4** Read with sufficient accuracy and fluency to support comprehension. (SC, 1)	**RF4** Read with sufficient accuracy and fluency to support comprehension. (SC, 2)
	RF4.a Read on-level text with purpose and understanding.(SC, 1)	**RF4.a** Read on-level text with purpose and understanding. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ listen to Interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading ◦ engage in opportunities for daily independent reading of emergent reader text to build fluency ◦ engage in imitative reading at an appropriate rate ◦ recite nursery rhymes, poems, and finger plays from a wide variety of genres with expression ◦ use knowledge of end punctuation to signal expression in reading ◦ recognize that the pictures help to explain the text ◦ use known high frequency words when reading the text	• Apply decoding skills to read on-level text. • Read grade level sight words/high frequency words in isolation and in context with automaticity. • Use context cues and text features to determine and clarify the meanings of an unknown word.	• Apply a variety of decoding strategies to read grade level text. • Read on-level sight words/high frequency words in isolation and in context with automaticity. • Begin to self regulate understanding of text by making and confirming predictions and rereading when necessary in order to check for understanding.

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
◦ use the first letter sound and the picture to determine the meaning of an unknown word		
	RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC, 1)	**RF4.b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC,2)
	Essential Skills and Knowledge	**Essential Skills and Knowledge**
	• Listen to Interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading. • Apply decoding skills to read on-level text. • Read on-level sight words/high frequency words with automaticity. • Use punctuation as cues to appropriate expression. • Fluently read on-level text with accuracy and prosody.	• Listen to Interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading. • Apply decoding skills to read on-level text. • Read on-level sight words/high frequency words with automaticity in isolation and in context. • Use punctuation as cues to appropriate expression. • Fluently read on-level text with accuracy and prosody.

READING FOUNDATIONAL SKILLS

Kindergartners:	Grade 1 students:	Grade 2 students:
	RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 1)	**RF4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 2)
	Essential Skills and Knowledge	**Essential Skills and Knowledge**
	• Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Develop a conceptual understanding of new words to confirm or self-correct word recognition and understanding. • Reread when something does not make sense in order to determine the meaning of a known word. • Use context cues and visual clues to guide self correction.	• Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Demonstrate a conceptual understanding of new words, e.g., classify and categorize into groups, identify antonyms, synonyms, homophones. • Reread at point of difficulty in order to use structure and meaning to determine unknown word. • Use context cues, sentence structure, and visual clues to guide self correction.

Grades 3, 4, and 5

Cluster: **Print Concepts**		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
ends in 1st grade	**ends in 1st grade**	**ends in 1st grade**

READING FOUNDATIONAL SKILLS

Cluster: : Phonological Awareness		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
ends in 1st grade	**ends in 1st grade**	**ends in 1st grade**

Cluster: Phonics and Word Recognition		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RF3 Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 3)	**RF3** Know and apply grade-level phonics and word analysis skills in decoding words.	**RF3** Know and apply grade-level phonics and word analysis skills in decoding words.
RF3.a Identify and know the meaning of the most common prefixes and derivational suffixes. (SC, 3)	**RF3.a** Use a 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	**RF3.a** Use a 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify and know the meanings of the most common prefixes and derivational suffixes. (See CCSS 3 L 4)	• Generalize and apply phonics to unfamiliar multisyllabic words. • Increase knowledge of roots and affixes. • Understand the relationship between words with common roots. • Understand that an affix may change the meaning or part of speech of a word.	• Generalize and apply phonics to unfamiliar multisyllabic words. • Increase knowledge of roots and affixes. • Understand the relationship between words with common roots. • Understand that an affix may change the meaning or part of speech of a word.

READING FOUNDATIONAL SKILLS

Grade 3 students:	Grade 4 students:	Grade 5 students:
RF3.b Decode words with common Latin suffixes. **Essential Skills and Knowledge** • Decode words with common Latin suffixes.		
RF3.c Decode multisyllable words. **Essential Skills and Knowledge** • Identify and apply vowel pronunciation rules to read multisyllabic words. • Blend sounds and segmented syllables to read words. • Confirm decoding efforts through word meanings and word order.		
RF3.d Read grade-appropriate irregularly spelled words. **Essential Skills and Knowledge** • Increase the number of grade appropriate high frequency words that can be read.		

READING FOUNDATIONAL SKILLS

Cluster: Fluency		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RF4 Read with sufficient accuracy and fluency to support comprehension.	**RF4** Read with sufficient accuracy and fluency to support comprehension.	**RF4** Read with sufficient accuracy and fluency to support comprehension.
RF4.a Read on-level text with purpose and understanding. (SC, 3)	**RF4.a** Read on-level text with purpose and understanding.	**RF4.a** Read on-level text with purpose and understanding.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Listen to daily Interactive Read Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response).	• Listen to daily Interactive Read Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response).	• Listen to daily Interactive Read Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response).

READING FOUNDATIONAL SKILLS

Grade 3 students:	Grade 4 students:	Grade 5 students:
RF4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**RF4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (SC, 4)	**RF4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Listen to interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading. • Practice multiple readings of familiar text. • Use punctuation as cues to appropriate expression. • Demonstrate appropriate use of phrasing. • Apply knowledge of word structures and patterns to read with automaticity. • Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch. • Read a variety of texts with expression and volume appropriate to the context in which it is read.	• Listen to interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading. • Practice multiple readings of same text. • Use punctuation as cues to appropriate expression. • Apply knowledge of word structures and patterns to read with automaticity. • Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch. • Read a variety of texts with expression and volume appropriate to the context in which it is read.	• Listen to interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading. • Practice multiple readings of same text. • Use punctuation as cues to appropriate expression. • Apply knowledge of word structures and patterns to read with automaticity. • Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch. • Read a variety of texts with expression and volume appropriate to the context in which it is read.

READING FOUNDATIONAL SKILLS

Grade 3 students:	Grade 4 students:	Grade 5 students:
RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 3)	**RF4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure, and ~~visual~~ tactile clues to guide self-correction.	• Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure, and ~~visual~~ tactile clues to guide self-correction.	• Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure, and ~~visual~~ tactile clues to guide self-correction.

LANGUAGE

PRE-K

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
PK students:		
L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).		
L1.a Braille ~~Print~~ upper and lowercase letters in first name, using capital sign as appropriate. **Essential Skills and Knowledge** • With modeling and support, ◦ explicitly and sequentially develop and strengthen fine motor skills, including finger isolation and strength which support letter formation in braille using a variety of activities ◦ recognize that names begin with a braille capital ~~letter~~ sign ◦ recognize that space is used to separate words ◦ correctly form upper and lowercase letters in first name in braille using the capital sign as appropriate ◦ practice writing name on various sizes and styles of braille paper, and other tactile mediums in a developmentally appropriate manner		

LANGUAGE

PK students:		
L1.b Use frequently occurring nouns and verbs.		
Essential Skills and Knowledge		
• With modeling and support, ◦ demonstrate the use of frequently occurring nouns and verbs when speaking ◦ demonstrate subject/verb agreement when speaking ◦ demonstrate correct verb tense when speaking ◦ demonstrate noun/pronoun agreement when speaking		

L1 CCR Anchor Standard Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
PK students:		
L1.c Develop understanding of singular and plural nouns (e.g., *dog* means one dog; *dogs* means more than one dog).		
Essential Skills and Knowledge		
• With modeling and support, ◦ understand concept of singular and plural (e.g. multiple objects) ◦ apply understanding of singular and plural nouns when speaking		

LANGUAGE

PK students:		
L1.d Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how). **Essential Skills and Knowledge** • With modeling and support, ◦ identify and define question words in texts presented in a variety of formats ◦ practice and apply the use of question words when speaking ◦ participate in oral language activities that foster questioning skills		
L1.e Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **Essential Skills and Knowledge** • With modeling and support, demonstrate understanding of prepositions by using prepositions correctly when speaking.		
L1.f Produce complete sentences in shared language activities. **Essential Skills and Knowledge** • With modeling and support, ◦ use standard English in language activities ◦ use complete sentences in conversations, in response to questions and during language experience activities		

LANGUAGE

L2 CCR Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
PK students:		
L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.		
L2.a Recognize that their name begins with a capital letter, indicated by a braille capital sign. **Essential Skills and Knowledge** • With modeling and support, ◦ recognize that a space is usually used to separate words in braille ◦ recognize the difference between upper and lower case letters ◦ recognize names (proper nouns) begin with a capital letter, indicated by a braille capital sign.		
L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point) **Essential Skills and Knowledge** • With direct instruction and modeling, identify end punctuation presented in a variety of texts. • With modeling and support, practice skill in developmentally appropriate writing.		

LANGUAGE

PK students:		
L2.c Use letter-like shapes, symbols, letters, and words to convey meaning. **Essential Skills and Knowledge** • With modeling and support, ◦ demonstrate an awareness of the relationship between spoken words and written text ◦ understand the use of space between words in text presented in a variety of formats ◦ practice making letter-like shapes, symbols, letters, and words ◦ practice and apply use of space between words correctly in developmentally appropriate writing		
L2.d Develop fine motor skills necessary to control and sustain braille ~~hand~~writing. **Essential Skills and Knowledge** • With modeling and support, ◦ write with ~~dominant~~ both hands and using appropriate finger placement on keys of a braillewriter ◦ hold crayon/pencil efficiently ~~during writing activities~~ for fine motor development for marking answers, future signature/slate and stylus writing ◦ write first name with correctly ~~conventionally~~ formed braille letters		

LANGUAGE

Cluster: Knowledge of Language		
L3 CCR Anchor Standard 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.		
PK students:		
L3 (Begins in grade 2.)		

Cluster: Vocabulary Acquisition and Use		
L4 CCR Anchor Standard 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.		
PK students:		
L4 Determine or clarify the meaning of unknown words and phrases based on *pre-kindergarten reading and content.* **Essential Skills and Knowledge** • With modeling and support, ◦ access prior knowledge and experiences to determine the meaning of words and phrases ◦ discuss words and phrases and their meanings as they are encountered in texts, instruction and conversations		

LANGUAGE

L5 CCR Anchor Standard Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
PK students:		
L5 With modeling and support from adults, explore word relationships and nuances in word meanings.		
L5.a With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **Essential Skills and Knowledge** • With modeling and support, ◦ identify and sort real objects, tactile representations of objects, or orally named ~~and/or pictures of~~ common words into basic categories ◦ discuss commonalities and differences among groups of words		
L5.b With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). .**Essential Skills and Knowledge** • With modeling and support, discuss the meaning of frequently occurring verbs and adjectives and their opposites.		

LANGUAGE

PK students:		
L5.c Identify real-life connections between words and their use (e.g., note objects in classroom that are *small*). **Essential Skills and Knowledge** • With modeling and support, ◦ access prior knowledge and experiences to identify connections between words and their application to real life ◦ develop prior knowledge and vocabulary through hands-on experiences and by exposure to a variety of literary and informational narrative and expository texts reflecting a wide range of cultures		

LANGUAGE

L6 CCR Anchor Standard 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.		
PK students:		
L6 Use words and phrases acquired through conversation, being read to, and responding to text.		
Essential Skills and Knowledge		
• With modeling and support, ◦ develop rich oral language through exposure to a wide variety of texts and hands-on experiences ◦ participate in collaborative conversations with diverse peers about topics and text read aloud, written, or presented in other multimedia formats		

LANGUAGE

K-2

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.a ~~Print~~ Write many upper and lowercase letters in braille, using the capital sign to indicate the uppercase letters.	**L1.a** ~~Print~~ Write all upper and lowercase letters in braille, using the capital sign to indicate the uppercase letters. (SC, 1)	**L1.a** Use collective nouns (e.g., *group*).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ○ explicitly and sequentially strengthen fine motor skills, including finger isolation and strength which support letter formation in braille using a variety of activities ○ via direct instruction of letter formation correctly form many upper and lowercase braille letters, using the capital sign to indicate uppercase letters on various sizes and styles of braille paper, and other tactile mediums in a developmentally appropriate manner. ○ correctly form upper and lowercase letters in first and last name in braille using the capital sign as appropriate	• Develop and strengthen fine motor skills including finger isolation and strength using a variety of activities. • Correctly form all upper and lowercase letters in braille using capital sign as appropriate. • Practice forming upper and lowercase braille letters, using the capital sign to indicate upper case letters on various sizes and styles of braille paper, and other tactile mediums.	• Identify and define collective nouns presented in a variety of braille texts. • Distinguish between common, proper, and possessive, and collective nouns. • Demonstrate the use of collective nouns in oral and written language.

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
L1.b Use frequently occurring nouns and verbs. (SC, K)	**L1.b** Use common, proper, and possessive nouns.	**L1.b** Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ demonstrate the use of nouns as naming words when speaking and writing ◦ demonstrate the use of verbs as action words when speaking and writing ◦ demonstrate subject/verb agreement when speaking and writing ◦ use correct verb tense when speaking and writing ◦ demonstrate noun/pronoun agreement when speaking and writing ◦ use commonly confused words correctly, such as *get/got, have/has* when writing and speaking	• Define and identify nouns in text presented in a variety of formats. • Distinguish between common, proper, and possessive nouns. • Demonstrate the use of nouns when speaking and writing. • Read and write possessive nouns in braille using the sign for apostrophe.	• Identify and define frequently occurring irregular plural nouns in text presented in a variety of formats. • Form the plurals of frequently occurring singular irregular nouns. • Demonstrate the use of plural irregular nouns in oral and written language.
L1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).	**L1.c** Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops, We hop*).	**L1.c** Use reflexive pronouns (e.g., *myself, ourselves*).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, use regular plural nouns when speaking and writing.	• Identify the plural form of given nouns. • Identify and define verbs presented in a variety of texts. • Identify the components of a sentence. • Match singular and plural nouns with correct verbs in oral and written language.	• Identify and define reflexive pronouns in text presented in a variety of formats. • Demonstrate the use of reflexive pronouns in oral and written language.

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
L1.d Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).	**L1.d** Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they them their; anyone, everything*).	**L1.d** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ participate in oral language activities that foster questioning skills ◦ identify and define question words presented in a variety of texts ◦ practice and apply skill when speaking and writing	• Identify and define pronouns presented in a variety of texts. • Distinguish between personal, possessive, and indefinite pronouns. • Demonstrate the use of pronouns in oral and written language.	• Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats. • Form the past tense of frequently occurring irregular verbs. • Demonstrate the correct use of past tense verbs in oral and written language. • Analyze writing models for correct use of irregular verbs.
L1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	**L1.e** Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).	**L1.e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support demonstrate the use of prepositions when speaking and writing.	• Identify verbs presented in a variety of formats. • Form verbs in past, present, and future tenses • Demonstrate the correct use of verb tenses in oral and written language. • Analyze writing models for correct use of verbs.	• Identify and define adjectives and adverbs in text presented in a variety of formats. • Distinguish between adjectives and adverbs. • Demonstrate the correct use of adjectives and adverbs in oral and written language. • Strengthen writing by using adjectives and adverbs correctly to expand sentences.

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
L1.f Produce and expand complete sentences in shared language activities. (SC, K)	**L1.f** Use frequently occurring adjectives.	**L1.f** Produce, expand, and rearrange complete simple and compound sentences using contracted braille. (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).*
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ using standard English, effectively communicate ideas in complete sentences in conversation, to respond to questions orally, and in developmentally appropriate writing. ◦ use modifiers (i.e. adjectives, adverbs, pronouns, etc.) to expound on ideas in order to expand complete sentences when speaking and writing. ◦ use and expand complete sentences in conversation, in response to questions and during language experience activities ◦ attend to CCSS K 1a-f while engaged in literacy activities (e.g., Interactive Read Alouds, shared reading, shared writing, developmental appropriate writing , oral language activities, etc.)	• Identify and define adjectives in text presented in a variety of formats. • Classify adjectives into categories such as size, color. • Demonstrate the correct use of adjectives in oral and written language.	• Distinguish between a sentence and a fragment. • Distinguish between declarative, interrogative, imperative, and exclamatory sentences. • Produce simple and compound sentences independently or in response to prompts. • Strengthen writing by using learned parts of speech to expand sentences.

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
	L1.g Use frequently occurring conjunctions (e.g., *and, but, or, so because*). **Essential Skills and Knowledge** • Identify and define conjunctions presented in a variety of formats. • Demonstrate the correct use of conjunctions in oral and written language.	
	L1.h Use determiners (e.g., articles, demonstratives). **Essential Skills and Knowledge** • Identify and define articles and demonstratives presented in a variety of formats. • Demonstrate the correct use of articles and demonstratives in oral and written language.	
	L1.i Use frequently occurring prepositions (e.g., *during, beyond, toward*). **Essential Skills and Knowledge** • Identify and define prepositions presented in a variety of formats. • Demonstrate the correct use of prepositions in oral and written language.	

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
	L1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **Essential Skills and Knowledge** • Identify the components of a sentence in text presented in a variety of formats. • Distinguish between a sentence and a fragment. • Distinguish between declarative, interrogative, imperative, and exclamatory sentences. • Use learned parts of speech to expand sentences orally and in writing.	

LANGUAGE

L2 CCR Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(SC, K)	**L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(SC, 1)	**L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(SC, 2)
L2.a Capitalize the first word in a sentence and the pronoun <u>using the braille capital sign</u>.	**L2.a** Capitalize dates and names of people <u>using the braille capital sign</u>.	**L2.a** Capitalize holidays, product names, and geographic names <u>using the braille capital sign</u>. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ distinguish between names and other nouns ◦ use capital letters for first letter of names (proper nouns), at the beginning of a sentence and the pronoun	• Distinguish between names and other nouns. • Identify months of the year. • Demonstrate correct capitalization of names and dates when writing. • Analyze writing models for correct capitalization.	• Distinguish between common and proper nouns. • Demonstrate correct capitalization of holidays, product names, and geographic names in writing. • Analyze writing models for correct capitalization.
L2.b Recognize and name end punctuation <u>in braille.</u>	**L2.b** Use end punctuation for sentences <u>in braille.</u> (SC, 1)	**L2.b** Use commas in greetings and closings of letters <u>in braille.</u> (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ use <u>braille symbols for</u> period, question mark or exclamation point appropriately at the end of sentences ◦ practice and apply skill in writing	• Identify the components of a sentence. • Identify different types of sentences and their end punctuation. • Use end punctuation correctly in writing. • Analyze writing models for correct punctuation.	• Identify the components of a letter. • Demonstrate the correct use of commas when writing letters (correspondence).

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
L2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). (SC,K)	**L2.c** Use commas in dates and to separate single words in a series. (SC, 1)	**L2.c** Use an apostrophe to form contractions and frequently occurring possessives. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ identify letter or letters for most consonant and short vowel sounds presented in a variety of texts ◦ demonstrate an understanding of the relationship between sounds and letters ◦ write letters for most consonant and short vowel sounds in writing	• Identify and define purpose of commas in text that contains dates or a series. • Demonstrate the correct use of commas in writing.	• Identify and explain the purpose and formation of contractions and possessives. • Demonstrate correct formation and use of contractions and possessives. • Analyze writing models for correct use and formation of contractions and possessives.
L2.d Spell simple words phonetically <u>in uncontracted braille</u>, drawing on knowledge of sound-letter relationships. (SC, K)	**L2.d** Use conventional spelling <u>and contracted braille</u> for words with common spelling patterns and for frequently occurring irregular words (SC,1)	**L2.d** Generalize learned spelling patterns when writing words cage→ badge; boy→ boil). (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ recognize that space is used to separate words. ◦ apply conventional spelling <u>and contracted braille</u> for grade appropriate words in writing ◦ use letters to represent phonemes in words	• Identify common spelling patterns. • Identify the spellings for frequently occurring irregular words. • Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.	• Identify common spelling patterns. • Demonstrate use of learned spelling patterns when writing.

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
L2.e Produce ~~hand~~writing in braille that is legible to the audience.	**L2.e** Spell untaught words phonetically in braille, drawing on phonemic awareness, known contractions, and spelling conventions. (SC, 1)	**L2.e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Develop fine motor skills, including finger isolation and strength, necessary to control and sustain ~~hand~~writing in braille. • With direct instruction, prompting and support write most upper and lower case letters.	• Identify the letter(s) for consonant and vowel sounds. • Use sound-spelling correspondences to approximate the spelling of unknown words in writing.	• Apply alphabet knowledge to use beginning braille/accessible dictionaries to check and correct spelling. • Strengthen writing by using braille/accessible reference materials when drafting and editing.

LANGUAGE

Cluster: Knowledge of Language		
L3 CCR Anchor Standard 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
L3 (Begins in grade 2)	**L3 (Begins in grade 2)**	**L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		L3.a Compare formal and informal uses of English. **Essential Skills and Knowledge** • Identify and distinguish between formal and informal English. • Identify purposes, audiences, and environments that require formal and informal English. • Adjust use of formal and informal English for purpose, audience, and environment.

LANGUAGE

Cluster: Vocabulary Acquisition and Use		
L4 CCR Anchor Standard 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
L4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *kindergarten reading and content.*	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies. (SC, 1)	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. (SC, 2)
L4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a verb and learning the verb to *duck*). (SC, K)	**L4.a** Use sentence-level context as a clue to the meaning of a word or phrase. (SC,1)	**L4.a** Use sentence-level context as a clue to the meaning of a word or phrase. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ access prior knowledge and experiences to determine the meaning of words and phrases ◦ discuss words and word meanings as they are encountered in texts, instruction and conversations	• Identify sentence clues that help determine or clarify the meaning of a word or phrase. • Access prior knowledge to help determine or clarify the meaning of a word or phrase. • Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.	• Identify sentence clues that help determine or clarify the meaning of a word or phrase. • Access prior knowledge to help determine or clarify the meaning of a word or phrase. • Discuss words and word meanings as they are encountered.

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
L4.b Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	**L4.b** Use frequently occurring affixes as a clue to the meaning of a word.	**L4.b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support use inflections and affixes to determine meaning of words.	• Identify common prefixes and their meanings. • Identify common suffixes and their meanings. • Explain the meaning of words with common prefixes and suffixes.	• Identify common prefixes and their meaning. • Use meaning of known words and prefixes to explain the meaning of new words.
	L4.c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*) <u>using braille contractions for ed and ing.</u> (SC,1)	**L4.c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (SC, 2)
	Essential Skills and Knowledge	**Essential Skills and Knowledge**
	• Identify and define root words. • Identify inflectional endings (e.g., s, es, ing) and their effect on word meaning. • Use root words and their inflectional endings correctly when speaking and writing.	• Identify and define the root word in unknown words. • Identify common suffixes and their meanings. • Use meaning of prefixes and suffixes to explain the meaning of known root words.

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
		L4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*) **Essential Skills and Knowledge** • Identify compound words presented orally and in a variety of texts. • Combine meanings of individual words together to determine meaning of new compound words. • Use compound words orally and in writing. **L4.e** Use glossaries and beginning dictionaries, both ~~print~~ braille and accessible digital, to determine or clarify the meaning of words and phrases. (SC, 2) **Essential Skills and Knowledge** • Apply alphabet knowledge to use glossaries and dictionaries. • Use keywords, which are different from print and are located at the bottom of the braille page, and text features (italic sign, boldface indicator, termination sign, hyphen, parentheses, diacritics), to help find information within a specific source. (MD SLM.2-3 3A1.a) • Strengthen writing by using glossaries and beginning dictionaries to determine word choice.

LANGUAGE

L5 CCR Anchor Standard Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
L5 With guidance and support from adults, explore word relationships and nuances in word meanings.	**L5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	**L5** Demonstrate understanding of word relationships and nuances in word meanings. (SC, 2)
L5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (SC, K)	**L5.a** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (SC, 1)	**L5.a** Identify real-life connections between words and their use (e.g., describe foods that are *spicy or juicy).*
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, discuss commonalities among groups of words. • Sort and categorize objects.	• Identify commonalities and underlining concepts among groups of words.	• Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.
L5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	**L5.b** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	**L5.b** Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, discuss the meaning of known words to identify the opposite word (antonym).	• Discuss key attributes of words to identify a category. • Use common attributes to determine the meaning of words.	• Identify synonyms for given verbs and adjectives. • Use context clues to distinguish intensity (nuances) of meaning among synonyms. • Use glossaries and beginning dictionaries, both ~~print~~ braille and accessible digital, to determine or clarify the meanings of words and phrases. (CCSS 2 L4.e)

LANGUAGE

Kindergartners:	Grade 1 students:	Grade 2 students:
L5.c Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).	**L5.c** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).	
Essential Skills and Knowledge	**Essential Skills and Knowledge**	
• With prompting and support, ◦ access prior knowledge and experiences to identify connections between words and their application to real life ◦ develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository) reflecting a wide range of cultures)	• Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.	
L5.d Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, strut, prance*) by acting out meanings.	**L5.d** Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings	
Essential Skills and Knowledge	**Essential Skills and Knowledge**	
• With direct instruction and prompting, ◦ discuss and act out a variety of verbs that mean the same basic concept ◦ use <u>real objects, tactile graphics, or descriptions of</u> pictures and other multimedia formats to identify differences in meaning between related verbs and adjectives	• Discuss and act out a variety of verbs that have similar meanings. • Identify synonyms for verbs and adjectives. • Use context clues to distinguish intensity (nuances) of meaning among synonyms.	

LANGUAGE

L6 CCR Anchor Standard 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
L6 Use words and phrases acquired through conversation, reading and being read to, and responding to text.	**L6** 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., *because*).	**L6** 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., *When other kids are happy that makes me happy).*
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With modeling and exposure to a variety of texts, develop rich oral language and writing. • With prompting and support: participate in collaborative conversations with diverse peers about Kindergarten topics and text read aloud, written, or presented in other multimedia formats. (CCSS K SL 1)	• Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (See CCSS 1 SL1.) • Demonstrate the correct use of conjunctions in oral and written language. (See CCSS 1 L1.g.)	• Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts. • Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (See CCSS 2 SL1.) • Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS 2 L1.e.)

LANGUAGE

Grades 3-5

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 3)	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 4)	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**L1.a** Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	**L1.a** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Recognize and name parts of speech in text presented in a variety of formats. • Identify and explain the differences between parts of speech and their functions. • Demonstrate correct use of parts of speech in oral and written language. • Analyze writing models for correct use of parts of speech.	• Identify relative pronouns and relative adverbs in text presented in a variety of formats. • Identify the antecedents for relative pronouns. • Demonstrate the appropriate use of relative adverbs to expand sentences. • Apply the use of relative pronouns and relative adverbs in oral and written language. • Analyze writing models for correct use of relative pronouns and relative adverbs.	• Differentiate between a sentence, a phrase, and a clause. • Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats. • Combine sentences using appositives, adjectives, adverbs, and prepositional phrases • Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences. • Analyze writing models for correct use of conjunctions, prepositions, and interjections.

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
L1.b Form and use regular and irregular plural nouns.	**L1.b** Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. (SC, 4)	**L1.b** Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify and define regular and irregular plural nouns in text presented in a variety of formats. • Distinguish between regular and irregular plural nouns. • Apply the correct form and use of regular and irregular plural nouns in oral and written language. • Analyze writing models for correct use of regular and irregular plural nouns.	• Differentiate between past, present, and future tenses. • Explain the role of auxiliary verbs. • Identify progressive verb tenses in text presented in a variety of formats. • Demonstrate the use of progressive verb tenses in oral and written language. • Analyze writing models for correct use of verb tenses.	• Identify and form the past participles of verbs. • Form the perfect tenses of verbs using appropriate tense of *to have* and past participles. • Differentiate between present perfect, past perfect, and future perfect tenses. • Demonstrate correct use of perfect verb tenses in oral and written language. • Analyze writing models to determine the effect of verb tenses on meaning.
L1.c Use abstract nouns (e.g., *childhood*).	**L1.c** Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	**L1.c** Use verb tense to convey various times, sequences, states, and conditions.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify and define abstract nouns in text presented in a variety of formats. • Distinguish between types of nouns, e.g., abstract, common. • Demonstrate the use of abstract nouns in oral and written language. • Analyze writing models for correct use of abstract nouns.	• Recognize modal auxiliaries and explain their purpose. • Identify rules for using modal auxiliaries. • Demonstrate use of modal auxiliaries in oral and written language. • Analyze writing models for correct use of modal auxiliaries.	• Explain the difference between past, present, and future tenses including perfect tenses. • Recognize verb tense as an organizational aid to understanding text. • Analyze writing models for correct use of verb tenses.

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
L1.d Form and use regular and irregular verbs. (SC, 3)	**L1.d** Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	**L1.d** Recognize and correct inappropriate shifts in verb tense.*
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify and define regular and irregular verbs in text presented in a variety of formats. • Demonstrate consistent and appropriate use of verb tenses, such as past, present, and future in oral and written language. • Analyze writing models for correct use of verb tenses.	• Identify correct placement of adjectives in sentences. • Revise and strengthen writing to include correctly ordered adjectives. • Analyze writing models for correct use and ordering of adjectives.	• Identify the time frame and correlating verb tense in text presented in a variety of formats. • Recognize and edit mismatches between time frame and verb tense in writing. • Analyze writing models for effective use of verb tense.
L1.e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (SC, 3)	**L1.e** Form and use prepositional phrases.	**L1.e** Use correlative conjunctions (e.g., *either/or, neither/nor*).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify and define verb tenses in text presented in a variety of formats. • Apply the correct use of past, present, and future tenses of verbs in speaking and writing. • Analyze writing models for correct use of verb tenses.	• Identify and explain the purpose of prepositional phrases. • Compose sentences using prepositional phrases to modify nouns and verbs. • Strengthen writing by revising to include prepositional phrases. • Analyze writing models for the effective use of prepositional phrases.	• Identify and explain the purpose of correlative conjunctions • Demonstrate the correct use of correlative conjunctions in sentences. • Analyze writing models for the effective use of correlative conjunctions.

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 3)	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 4)	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.f Ensure subject-verb and pronoun-antecedent agreement.* (SC, 3)	**L1.f** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	
Essential Skills and Knowledge	**Essential Skills and Knowledge**	
• Identify subjects and verbs in sentences. • Recognize connection between subjects/verbs, i.e., singular subjects with singular verbs and plural subjects with plural verbs. • Recognize agreement between pronouns and antecedents. • Apply correct subject-verb and pronoun-antecedent agreement in speaking and writing. • Analyze writing models for correct subject-verb and pronoun-antecedent agreement.	• Differentiate between grammatically complete sentences, sentence fragments, and run-on sentences. • Identify coordinating conjunctions and explain their role in sentences. • Compose simple and compound sentences using coordinating conjunctions. • Revise incomplete, fragments, run-ons by combining sentences and using coordinating conjunctions. • Analyze writing models for complete sentences.	

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
L1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	**L1.g** Correctly use frequently confused words (e.g., *to, too, two; there, their*).* (SC, 4)	
Essential Skills and Knowledge	**Essential Skills and Knowledge**	
• Identify and explain the difference between comparative and superlative. • Identify the correct modifier for given sentences. • Demonstrate the correct use of comparative and superlative adjectives and adverbs in oral and written language. • Analyze writing models for correct use of comparatives and superlatives.	• Identify and distinguish between the multiple meanings, spellings, and pronunciations of homophones and homographs. • Identify the different meanings for given homophones. • Demonstrate and explain correct use of frequently confused words in writing. • Analyze writing models for the effective use of frequently confused words.	

LANGUAGE

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 3)	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 4)	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.h Use coordinating and subordinating conjunctions. (SC, 3) **Essential Skills and Knowledge** • Distinguish between coordinating and subordinating conjunctions. • Use conjunctions correctly in combining sentences. • Strengthen writing by revising to combine sentences correctly when appropriate.		
L1.i Produce simple, compound, and complex sentences. **Essential Skills and Knowledge** • Distinguish between a sentence and a fragment. • Distinguish between simple, compound, and complex sentences. • Strengthen writing by revising to use a variety of sentence types.		

LANGUAGE

SL2 CCR Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 3)	**L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 4)	**L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L2.a Capitalize appropriate words in titles. (SC, 3)	**L2.a** Use correct capitalization. (SC, 4)	**L2.a** Use commas and quotation marks to mark direct speech and quotations from a text. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Explain the rules for capitalization of titles. • Identify appropriate words to capitalize in given titles. • Analyze writing models for correct capitalization.	• Explain the rules for capitalization in sentences and with proper nouns. • Use capital letters correctly in titles and the first word in direct quotations. • Analyze writing models for correct capitalization.	• Distinguish between direct and indirect dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of commas and quotation marks in dialogue. • Analyze writing models for correct capitalization.
L2.b Use commas in addresses. (SC, 3)	**L2.b** Use commas and quotation marks to mark direct speech and quotations from a text. (SC, 4)	**L2.b** Use a comma to separate an introductory element from the rest of the sentence. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify and demonstrate rules for placement of commas in addresses. • Analyze and edit writing for the correct use of commas.	• Distinguish between direct and indirect dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of commas and quotation marks in dialogue. • Analyze and edit writing for correct punctuation of direct speech and quotations.	• Identify introductory elements in sentence. • Explain and demonstrate rules for using commas to separate an introductory element from the rest of a sentence. • Analyze writing models to determine the effect of punctuation on meaning.

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
L2.c Use commas and quotation marks in dialogue.	**L2.c** Use a comma before a coordinating conjunction in a compound sentence. (SC, 4)	**L2.c** Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Recognize and explain the purpose of direct dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of commas and quotation marks in dialogue. • Analyze writing models for the correct use of punctuation in dialogue.	• Identify independent and dependent clauses in compound sentences. • Demonstrate use of comma correctly before a coordinating conjunction in a compound sentence. • Strengthen writing by revising to include compound sentences. • Analyze writing models for the use of compound sentences.	• Analyze writing models to determine the effect of punctuation on meaning. • Strengthen writing by editing for the correct use of commas after introductory elements.
L2.d Form and use possessives. (SC, 3)	**L2.d** Spell grade-appropriate words correctly, consulting references as needed. (SC, 4)	**L2.d** Use underlining, quotation marks, or italics to indicate titles of works. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Recognize and distinguish between contractions and possessives. • Strengthen writing by revising to include appropriate use of possessives.	• Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. • Use knowledge of word structure and word origins to spell grade-appropriate words. • Use braille/accessible electronic reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet).	• Identify and distinguish rules for punctuating different types of titles (e.g. books, articles, plays). • Demonstrate use of underlining, quotation marks, or italics to identify titles. • Analyze writing models for the correct notation of titles. • Strengthen writing by editing for the correct notation of titles.

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
	• Use accessible word processing technology when appropriate to demonstrate correct spelling of grade-appropriate words. • Analyze writing models for correct spelling	
L2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (SC, 3)		**L2.e** Spell grade-appropriate words correctly, consulting references as needed. (SC, 5)
Essential Skills and Knowledge		**Essential Skills and Knowledge**
• Identify the correct spellings for grade-level frequently occurring irregular words. • Modify spelling of base words as needed when adding inflectional endings and suffixes. • Use word processing prompts when appropriate to correct spelling of grade-appropriate words. • Analyze writing models for correct spelling of high-frequency words.		• Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. • Use knowledge of word structure and word origins to spell grade-appropriate words. • Use braille/accessible electronic reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet). • Use accessible word processing prompts when appropriate to correct spelling of grade-appropriate words. • Analyze writing models for correct spelling.

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
L2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **Essential Skills and Knowledge** • Apply previously learned spelling patterns and generalizations to spell grade-appropriate words correctly. • Apply knowledge of syllable types to spell multisyllabic words. • Use accessible word processing prompts when appropriate to demonstrate correct spelling of grade-appropriate words. • Analyze writing models for correct spelling.		
L2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (SC, 3) **Essential Skills and Knowledge** • Identify the purpose of a variety of reference materials both ~~print~~ braille and accessible digital. • Demonstrate use of ~~print~~ braille and accessible digital reference materials correctly to check and correct spellings. • Use reference materials, including beginning braille/accessible dictionaries, independently when drafting and editing. • Use accessible word processing prompts when appropriate to correct spelling. • Analyze writing models for correct spelling.		

LANGUAGE

Cluster: Knowledge of Language		
L3 CCR Anchor Standard Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (SC, 3) **L3.a** Choose words and phrases for effect.* (SC, 3)	**L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (SC, 4) **L3.a** Choose words and phrases to convey ideas precisely.* (SC, 4)	**L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (SC, 5) **L3.a** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Recognize and use figurative language. • Choose appropriate words to convey feelings or mood in writing. • Use specific rather than vague language. • Strengthen writing by revising sentences for attention to reader/listener interest. • Analyze writing models or speech for affect of words and phrases on feeling or mood.	• Distinguish between literal and nonliteral meanings of words and phrases. • Use braille/accessible electronic dictionaries, glossaries, thesauruses, and multimedia resources to identify and use synonyms for words. • Strengthen writing by revising sentences for clarity. • Analyze writing models or speech for affect of words and phrases on meaning.	• Demonstrate command of conventions of standard English grammar and usage. (See CCSS 5 L1.) • Strengthen writing by revising to expand, combine, and reduce sentences. • Analyze writing models or speech for affect of sentence types on meaning, reader/listener interest, and style.

LANGUAGE

L3.b Recognize and observe differences between the conventions of spoken and written standard English.	**L3.b** Choose punctuation for effect.*	**L3.b** Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify the differences and similarities between spoken and written language. • Demonstrate conventions of spoken and written English in conversations and writing.	• Recognize and explain the purpose of various punctuation marks. • Demonstrate command of conventions of standard English punctuation. (See CCSS 4 L2.) • Strengthen writing by revising to use punctuation to indicate feelings and mood.	• Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods. • Describe the difference between dialects and registers in the English language. • Analyze writing models or speech to determine the effect of varieties of English on meaning and interest.
	L3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)	
	Essential Skills and Knowledge • Recognize situations as requiring formal or informal English. • Adjust language to a variety of situations. • Demonstrate command of conventions of standard English grammar and usage when speaking. (See CCSS 4 L1.)	

LANGUAGE

Cluster: Vocabulary Acquisition and Use		
L4 CCR Anchor Standard Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
L4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. (SC, 5)
L4.a Use sentence-level context as a clue to the meaning of a word or phrase.	**L4.a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (SC, 4)	**L4.a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify clues within a sentence that help determine or clarify the meaning of a word or phrase. • Access and connect prior knowledge and experiences to determine the meaning of words and phrases. • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.	• Identify clues in the text that help determine or clarify the meaning of a word or phrase. • Connect prior knowledge and experiences to determine the meaning of a word or phrase. • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.	• Use relationship of ideas in the text to determine meaning of a word or phrase. • Connect prior knowledge and experiences to determine the meaning of a word or phrase. • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
L4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).	**L4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). (SC, 4)	**L4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify the root word in multisyllabic words. • Identify meaning of common prefixes and suffixes. • Use meaning of prefixes and suffixes to explain the meaning of new words. • Identify relationships between and among words with the same prefixes and suffixes.	• Identify Greek and Latin word roots. • Use meaning of Greek and Latin roots/affixes to explain the meaning of new words. • Identify relationships between and among words with common Greek and Latin roots.	• Identify Greek and Latin word roots. • Use meaning of Greek and Latin roots/affixes to explain the meaning of new words. • Identify relationships between and among words with common Greek and Latin roots.
L4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (SC, 3)	**L4.c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both ~~print~~ braille and accessible digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**L4.c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both ~~print~~ braille and accessible digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify and define the root word in unknown words. • Use meaning of prefixes and suffixes to explain the meaning of words with known roots.	• Distinguish between a dictionary and thesaurus. • Identify safe and unsafe online practices. (See MD SLM 4-5 2 A2.b.) • Use the context in which words are used to choose among possible meanings. • Strengthen writing by using reference materials to revise for precise word choice.	• Identify the sections of the media center and the attributes of the sources located within each section. (See MD SLM 4-5 2 B1.a.) • Identify safe and unsafe online practices. (See MD SLM 4-5 2 A2.b.) • Use the context in which words are used to choose among possible meanings. • Strengthen writing by using reference materials to revise for precise word choice.

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
L4.d Use glossaries or beginning dictionaries, both ~~print~~ braille and accessible digital, to determine or clarify the precise meaning of key words and phrases. (SC, 3) **Essential Skills and Knowledge** • Identify and explain purpose of glossaries and beginning dictionaries, both ~~print~~ braille and accessible digital. • Use key words and text features to help find information within a specific source. (See MD SLM 2-3 3 A1.a.) • Identify safe and unsafe online practices. (See MD SLM 2-3 2 A2.b.) • Use the context in which words are used to choose among possible meanings. • Strengthen writing by using braille/accessible electronic reference material to revise for precise word choice.		

LANGUAGE

L5 CCR Anchor Standard Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
L5 Demonstrate understanding of word relationships and nuances in word meanings.	**L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 4)	**L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 5)
L5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*)	**L5.a** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (SC, 4)	**L5.a** Interpret figurative language, including similes and metaphors, in context. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Differentiate between the concepts of literal and nonliteral. • Recognize that word combinations have different meanings in different contexts. • Apply knowledge of literal and nonliteral meaning to understand text.	• Identify figurative language in text presented in a variety of formats. • Distinguish between similes and metaphors. • Interpret the meaning of simple similes and metaphors in text presented in a variety of formats.	• Identify and explain similes and metaphors in text. • Use context to determine the meaning of figurative language. • Explain how figurative language contributes to constructing meaning in a text.
L5.b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	**L5.b** Recognize and explain the meaning of common idioms, adages, and proverbs.	**L5.b** Recognize and explain the meaning of common idioms, adages, and proverbs.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Access prior knowledge and experiences to identify connections between words and their application to real life.	• Define and identify the purpose of idioms, adages, proverbs. • Interpret the meaning of idioms, adages, and proverbs encountered in text.	• Define and identify the purpose of idioms, adages, proverbs. • Interpret the meaning of idioms, adages, and proverbs encountered in text.

LANGUAGE

Grade 3 students:	Grade 4 students:	Grade 5 students:
L5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	**L5.c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (SC, 4)	**L5.c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Access prior knowledge, as well as reference materials both ~~print~~ braille and accessible digital to identify synonyms for given words.	• Consult reference materials including braille/accessible electronic dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings. • Use knowledge of nuances to determine precise words as needed for speaking and writing.	• Consult reference materials including braille/accessible electronic dictionaries, glossaries, thesauruses, and online resources to identify the relationship between words. • Use knowledge of nuances to determine precise words as needed for speaking and writing.

LANGUAGE

L6 CCR Anchor Standard Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
L6 Acquire and use accurately grade-appropriateconversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	**L6** 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., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	**L6** 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., *however, although, nevertheless, similarly, moreover, in addition*).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Through modeling and exposure to a variety of texts, develop rich oral language and writing, including general academic and domain-specific words. • Participate in collaborative conversations with diverse peers about *grade 3 topics and text,* building on other's ideas and expressing their own clearly. (See CCSS 3 SL1.)	• Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general academic and domain-specific words. • Participate in collaborative conversations with diverse peers about *grade 4 topics and text,* building on other's ideas and expressing their own clearly. (See CCSS 4 SL1.)	• Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general specific and domain-specific words. • Participate in collaborative conversations with diverse peers about grade *5 topics and text*, building on other's ideas and expressing their own clearly. (See CCSS 5 SL1.)

LANGUAGE

Cluster: Conventions of Standard English		
L1 CCR Anchor Standard Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 7)	**L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 8)
L1.a Ensure that pronouns are in the proper case (subjective, objective, possessive). (SC, 6)	**L1.a** Explain the function of phrases and clauses in general and their function in specific sentences.	**L1.a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of the relationship between the use and form of personal pronouns i.e., ◦ subjective pronouns as subjects and predicate nominatives ◦ objective pronouns as objects of prepositions, direct, and indirect objects ◦ possessive pronouns as adjectives • Analyze professional, peer, and their own writing for correct use of pronoun case. • Demonstrate command of formal English when indicated or appropriate. (See CCSS 6 S/L6.) • Spell correctly. (CCSS 6 L2b)	• Apply an understanding of the formation and the function of phrases and clauses i.e., ◦ verb, prepositional, and appositive phrases ◦ independent versus dependent (noun, adjective, and adverb) clauses • Describe the use of a phrase or clause in a specific sentence. • Analyze professional, peer, and their own writing for their use of phrases and clauses.	• Apply an understanding of the formation and function of verbals and verbal phrases. • Use precise words, relevant descriptive details and sensory language to convey experiences. (See CCSS 8 W3.d.) • Analyze the use of verbals and verbal phrases in professional, peer, and their own writing.

LANGUAGE

Grade 6 students:	Grade 7 students:	Grade 8 students:
L1.b Use intensive pronouns (e.g., *myself, ourselves*)	**L1.b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	**L1.b** Form and use verbs in the active and passive voice.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun. • Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing. (See CCSS 6 RL4.) • Demonstrate command of standard English by using intensive pronouns correctly, e.g., himself v. hisself, themselves v. theirselves (See CCSS 6 S/L6.)	• Apply an understanding of how clauses create relationships between and among ideas in a sentence. • Apply an understanding of how sentence types create relationships between and among ideas. • Use clauses to clarify the relationships among claims, reason, and evidence. (See CCSS 7 W1.c.) • Use a variety of clauses to convey sequence. (See CCSS 7 W3.c.) • Analyze the use of simple, compound, complex, and compound-complex sentences in professional, peer, and their own writing.	• Apply an understanding of the difference in formation and function of active and passive voice verbs. • Use precise words to capture action when writing. (See CCSS 8 W3.d.) • Use verbs in the active and passive voice to achieve particular effects. (See CCSS 8 L3.a.) • Analyze the effect of active and passive voice verbs in professional, peer, and their own writing.

LANGUAGE

Grade 6 students:	Grade 7 students:	Grade 8 students:
L1.c Recognize and correct inappropriate shifts in pronoun number and person.* (SC, 6)	**L1.c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (SC, 7)	**L1.c** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of the relationship of a pronoun to its antecedent. • Use precise language to inform or explain. (See CCSS 6 W2.d.) • Develop and strengthen writing by editing for clarity. (See CCSS 6 W5.) • Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing.	• Apply an understanding of the relationship between the placement of phrases and clauses and clarity of meaning. • Produce clear and coherent writing through revision. (See CCSS 7 W4.) • Analyze the effect of placement of phrases and clauses on meaning in professional, peer, and their own writing. • Strengthen writing by editing to correct misplaced and dangling modifiers. (See CCSS 7 W5.)	• Apply an understanding of the formation and function of verbs in various moods. • Apply an understanding of the relationship between the mood of a verb and the purpose of a sentence. • Use verbs in the conditional and subjunctive mood to achieve particular effects. (See CCSS 8 L3.a.) • Analyze the effect of verb mood on meaning in professional, peer, and their own writing. • Strengthen writing by editing for correct mood of verbs. (See CCSS 8 W5.)

LANGUAGE

Grade 6 students:	Grade 7 students:	Grade 8 students:
L1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* (SC, 6) **Essential Skills and Knowledge** • Apply an understanding of how an unclear relationship of a pronoun to its antecedent affects meaning, e.g., more than one possible antecedent, antecedent too far away from what it modifies, antecedent only implied. • Use precise language to inform or explain (See CCSS 6 W2.d.) • Strengthen writing by editing to correct vague pronouns. (See CCSS 6 W5.) • Analyze the effect of precise v. ambiguous pronouns on meaning in professional, peer, and their own writing.		**L1.d** Recognize and correct inappropriate shifts in verb voice and mood.* **Essential Skills and Knowledge** • Apply an understanding of how an inappropriate use of verb voice and mood affects meaning. (See CCSS 8 L1.b, L1.c.) • Analyze the effect of verb voice and mood on meaning in professional, peer, and their own writing. • Strengthen writing by editing to correct inappropriate shifts in verb voice and mood. (See CCSS 8 W5.)
L1.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.* (SC, 6) **Essential Skills and Knowledge** • Apply skills from L1.a-d to analyze the effect on meaning in professional writing, the writing of peers, and their own writing. ◦ Revise to develop and strengthen writing (See CCSS 6 W5.) ◦ Edit for clarity to develop and strengthen writing (See CCSS 6 W5.)		

LANGUAGE

Cluster: Conventions of Standard English		
SL2 CCR Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 7)	**L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 8)
L2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	**L2.a** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old* {,} *green shirt*).	**L2.a** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements. • Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. • Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements. (See CCSS 6 W5.)	• Apply an understanding of the difference between coordinate adjectives and adjectives in a series. • Apply an understanding of punctuation to produce clear writing. • Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. • Strengthen writing by editing for correct punctuation to separate coordinate adjectives. (See CCSS 7 W5.)	• Apply an understanding of the choices and functions among punctuation to show a pause. • Determine from context the purpose for a pause or break in speech or writing. • Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. • Strengthen writing by editing for correction punctuation to indicate a pause or break. (See CCSS 8 W5.)

LANGUAGE

Grade 6 students:	Grade 7 students:	Grade 8 students:
L2.b Spell correctly. (SC, 6)	**L2.b** Spell correctly. (SC, 7)	**L2.b** Use an ellipsis to indicate an omission.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS 6 L6.) • Use ~~print~~ braille, accessible digital resources, and internalized knowledge to support correct spelling.	• Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS 7 L6.) • Use ~~print~~ braille, accessible digital, and internalized knowledge resources to support correct spelling.	• Apply an understanding of punctuation to show an omission. • Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. • Strengthen writing by editing for correct punctuation to indicate an omission. (See CCSS 8 W5.
		L2.c Spell correctly. (SC, 8)
		Essential Skills and Knowledge
		• Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS 8 L6.) • Use ~~print~~ braille, accessible digital, and internalized knowledge resources to support correct spelling.

LANGUAGE

Cluster: Knowledge of Language		
L3 CCR Anchor Standard Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L3.a Vary sentence patterns for meaning, reader/listener interest, and style.*	**L3.a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**L3.a** Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning. • Apply understanding of various sentence patterns i.e., ◦ reordering words ◦ adjusting length of sentences ◦ adding words, phrases or clauses • Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style. • Strengthen writing by revising sentence patterns for interest and style. (See CCSS 6 W5.)	• Apply an understanding of how inexact or repetitive language affects meaning in speech and writing. • Apply an understanding of denotation and connotation and their effect upon meaning in speech or writing. • Strengthen speech or writing by revising sentences for precision and conciseness. (See CCSS 7 W5.) • Analyze professional, peer, and their own writing or speech to determine the effect of word choice upon meaning.	• Apply an understanding of voice and mood of verbs to affect the meaning of speech or writing. • Strengthen speech or writing by revising to achieve particular effects. (See CCSS 8 W5.) • Analyze professional, peer, and their own writing or speech to determine the effect of voice and mood of verbs upon meaning.

LANGUAGE

Grade 6 students:	Grade 7 students:	Grade 8 students:
L3.b Maintain consistency in style and tone.* **Essential Skills and Knowledge** • Apply an understanding of audience, purpose, and format to determine style and tone. • Establish and maintain a formal style. (CCSS 6 W1.d, W2.d) • Adapt speech to a variety of contexts and tasks. (See CCSS 6 S/L6.) • Use precise word choice to establish and maintain tone. • Strengthen writing by revising sentences for style and tone. (See CCSS 6 W5.)		

LANGUAGE

Cluster: Vocabulary Acquisition and Use		
L4 CCR Anchor Standard Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies.	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content,* choosing flexibly from a range of strategies.	**L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies. (SC, 8)
L4.a 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. (SC, 6)	**L4.a** 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. (SC, 7)	**L4.a** 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. (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of the various types of context clues to determine word or phrase meaning. • Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.	• Apply an understanding of the various types of context clues to determine word or phrase meaning. • Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.	• Apply an understanding of the various types of context clues to determine word or phrase meaning. • Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.

LANGUAGE

Grade 6 students:	Grade 7 students:	Grade 8 students:
L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*)	**L4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	**L4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of basic word parts as clues to word meaning. • Apply an understanding of root word families to determine the meaning of a word.	• Apply an understanding of basic word parts as clues to word meaning. • Apply an understanding of root word families to determine the meaning of a word.	• Apply an understanding of basic word parts as clues to word meaning. • Apply an understanding of root word families to determine the meaning of a word. •
L4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both ~~print~~ braille and accessible digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**L4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both ~~print~~ braille and accessible digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**L4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both ~~print~~ braille and accessible digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Strengthen writing by using reference materials both ~~print~~ braille and accessible digital to refine word choices. (See CCSS 6 W5.)	• Strengthen writing by using reference materials both ~~print~~ braille and accessible digital to refine word choices. (See CCSS 7 W5.)	• Strengthen writing by using reference materials both ~~print~~ braille and accessible digital to refine word choices. (See CCSS 8 W5.)

LANGUAGE

Grade 6 students:	Grade 7 students:	Grade 8 students:
L4.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). (SC, 6)	**L4.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).	**L4.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). (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of the skills in L4 a-c to verify word meaning.	• Apply an understanding of the skills in L4 a-c to verify word meaning.	• Apply an understanding of the skills in L4 a-c to verify word meaning.

LANGUAGE

Cluster: Vocabulary Acquisition and Use		
L5 CCR Anchor Standard Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 6)	**L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L5.a Interpret figures of speech (e.g., personification) in context. (SC, 6)	**L5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**L5.a** Interpret figures of speech (e.g., verbal irony, puns) in context.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply knowledge of figurative language including personification to a critical reading of a text. • Use sensory language to convey experiences and events. (See CCSS 6 W3.d.) • Determine the meaning of words and phrases as they are used in a text including figurative language. (See CCSS 6 RL4 and RI4.) • Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.	• Apply knowledge of figurative language including literary, biblical, and mythological allusions to a critical reading of a text. • Use sensory language to capture the action and convey experiences and events. (See CCSS 7 W3.d.) • Determine the meaning of words and phrases as they are used in a text including figurative language. (See CCSS 7 RL4 and RI4.) • Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.	• Apply knowledge of figurative language including verbal irony and puns to a critical reading of a text. • Use sensory language to capture the action and convey experiences and events. (See CCSS 8 W3.d.) • Determine the meaning of words and phrases as they are used in a text including figurative language. (See CCSS 8 RL4 and RI4.) • Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.

LANGUAGE

Grade 6 students:	Grade 7 students:	Grade 8 students:
L5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (SC, 6)	**L5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	**L5.b** Use the relationship between particular words to better understand each of the words. (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text. • Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.	• Apply an understanding of connections between words including synonym/antonym and analogy to a critical reading of a text. • Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.	• Apply an understanding of connections between words to a critical reading of a text. • Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.
L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). (SC, 6)	**L5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	**L5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of connotation to judge word choice. • Use precise words to convey experiences and events. (See CCSS 6 W3.d.) • Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.	• Apply an understanding of connotation to judge word choice. • Use precise words to capture the action and convey experiences and events. (See CCSS 7 W3.d.) • Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.	• Apply an understanding of connotation to judge word choice. • Use precise words to capture the action and convey experiences and events. (See CCSS 8 W3.d.) • Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.

LANGUAGE

Cluster: Vocabulary Acquisition and Use		
SL6 CCR Anchor Standard 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 an unknown term important to comprehension or expression.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**SL6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**SL6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression. (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply skills identified in CCSS 6 L4a, L4b, L4c, L4d and L5a, L5b, L5c to increase vocabulary and differentiate between word choices to improve writing and speaking.	• Apply skills identified in CCSS 7 L4a, L4b, L4c, L4d and L5a, L5b, L5c to increase vocabulary and differentiate between word choices to improve writing and speaking.	• Apply skills identified in CCSS 8 L4a, L4b, L4c, L4d and L5a, L5b, L5c to increase vocabulary and differentiate between word choices to improve writing and speaking.

LANGUAGE

Cluster: Conventions of Standard English*	
L.1 CCR Anchor Standard Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *	
Grade 9-10 students:	**Grade 11-12 students:**
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* (SC, 9-10)	**L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (SC, 11-12)
L.1a Use parallel structure (SC, 9-10)	**L.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Strengthen oral and written language by revising and editing for parallel structure when appropriate and effective. • Analyze and evaluate the effect of parallel structure in professional, peer, and personal writing.	• Compare and contrast changes in usage over time. • Apply language usage to writing and speaking as appropriate for audience and purpose
L.1b 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. (SC, 9-10)	**L.1b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's modern American Usage*) as needed. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate understanding of the absolute phrase. • Strengthen oral and written language by revising and editing for a variety of phrases and clauses when appropriate and effective. • Analyze and evaluate the effect of a variety of phrases and clauses on creating interest and adding meaning to professional, peer, and personal writing.	• Demonstrate knowledge and use of ~~print~~ braille and accessible digital reference material to correct and/or confirm language usage.

LANGUAGE

Cluster: Conventions of Standard English*	
L.2 CCR Anchor Standard Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *	
Grade 9-10 students:	**Grade 11-12 students:**
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 9-10)	**L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 11-12)
L.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (SC, 9-10)	**L.2a** Observe hyphenation conventions. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze relationships between independent clauses to determine when a semi-colon is appropriate. • Strengthen writing by linking related independent clauses when appropriate and effective. • Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.	• Demonstrate knowledge of the function and use of hyphenation. • Strengthen written language through the use of a hyphens, when appropriate and effective. • Strengthen writing by revising and editing for the use of hyphenation. • Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.
L.2b Use a colon to introduce a list or quotation.	**L.2b** Spell correctly. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate knowledge of the function and use of a colon. • Apply the use of a colon appropriately to writing.	• Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS10-11 L6) • Use ~~print~~ braille and accessible digital, and internalized knowledge resources to support correct spelling. (See MD TL 5.0)

LANGUAGE

Grade 9-10 students:	Grade 11-12 students:
L.2c Spell correctly (SC, 9-10)	**L.2c** Not applicable to the grades 11-12 band.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS10-11 L6) • Use ~~print~~ braille and accessible digital and internalized knowledge resources to support correct spelling. (See MD TL 5.0)	L.2c is not applicable to grades 11-12.

LANGUAGE

Cluster: Knowledge of Language	
L.3 CCR Anchor Standard Apply Knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
Grade 9-10 students:	**Grade 11-12 students:**
L.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. (SC, 9-10)	**L.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. (SC, 11-12)
L.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook,* Turabian's *Manual for Writers*) appropriate for the discipline and writing type. (SC, 9-10)	**L.3a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**

• Use ~~print~~ braille and accessible digital style manuals appropriately to improve writing and speaking. (See also MD SLM 2.0, SLM 3.0, TL 5.0)
  ○ Demonstrate understanding of the purpose and importance of style manuals.
  ○ Apply the conventions and guidelines of a specific style manual.
	• Analyze an author's syntax to determine its effect on meaning and/or style.
	• Manipulate syntax to create interest and effect when writing.
	• Select and use ~~print~~ braille and accessible digital references appropriately in order to improve syntax.
	• Arrange words and sentences to address audience needs, situations, and/or purposes.
	• Use grammar concepts and skills to strengthen control of oral and written language.
	• Demonstrate understanding of the nature and structure of language.
	• See also MD standards SLM 2.0, SLM 3.0, TL 5.0

LANGUAGE

Cluster: Vocabulary Acquisition and Use	
L.4 CCR Anchor Standard Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
Grade 9-10 students:	**Grade 11-12 students:**
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.(SC, 9-10)	**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (SC, 11-12)
L.4a 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. (SC, 9-10)	**L.4a** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning. • Analyze a word's position, form, and/or function to determine meaning. • Revisit key words used throughout a text to determine effect and meaning.	• Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning. • Analyze a word's position, form, and/or function to determine meaning. • Revisit key words used throughout a text to determine effect and meaning.
L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy).* (SC, 9-10)	**L.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable).* (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Apply an understanding of the relationship between the form and meaning of a word. • Recognize patterns of word changes that affect meaning or parts of speech.	• Apply an understanding of the relationship between the form and meaning of a word. • Recognize patterns of word changes that affect meaning or parts of speech.

LANGUAGE

Grade 9-10 students:	Grade 11-12 students:
L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both ~~print~~ braille and accessible digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (SC, 9-10)	**L.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both ~~print~~ braille and accessible 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice. (See MD standards SLM 3.0, TL 5.0) • Demonstrate understanding of the history, development, and dynamic nature of the English language. • Demonstrate understanding of the nature and structure of language.	• Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice. (See MD standards SLM 3.0, TL 5.0) • Demonstrate understanding of the history, development, and dynamic nature of the English language. • Demonstrate understanding of the nature and structure of language.
L.4d 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). (SC, 9-10)	**L.4d** 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). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate the frequent and appropriate use of ~~print~~ braille and accessible digital reference materials in order to improve comprehension of written and spoken text. • Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices.	• Demonstrate the frequent and appropriate use of ~~print~~ braille and accessible digital reference materials in order to improve comprehension of written and spoken text. • Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices.

LANGUAGE

Cluster: Vocabulary Acquisition and Use	
L.5 CCR Anchor Standard Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Grade 9-10 students:	**Grade 11-12 students:**
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 9-10)	**L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 11-12)
L.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (SC, 9-10)	**L.5a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Recognize and interpret figurative language in spoken and written language. • Analyze and evaluate the effect of figurative language on theme, style, and meaning. • Use figurative language appropriately and effectively in speaking and writing.	• Recognize and interpret figurative language, word relationships, and nuances in writing and in speech. • Analyze the role of figurative language, word relationships, and nuances in professional, peer, and personal writing and speech. • Use figurative language, word relationships, and nuances appropriately and effectively in speaking and writing.
L.5b Analyze nuances in the meanings of words with similar denotations.	**L.5b** Analyze nuances in the meanings of words with similar denotations.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning. • Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.	• Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning. • Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.

LANGUAGE

L.6 CCR Anchor Standard 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.	
Grade 9-10 students:	**Grade 11-12 students:**
L.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. (SC, 9-10)	**L.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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader. • Choose and employ vocabulary and diction appropriately for different purposes. • Demonstrate frequent and appropriate use of ~~print~~ braille and accessible digital reference materials. (See MD standards SLM 2.0, SLM 3.0, TL 5.0) • Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.	• Demonstrate the behaviors of a strategic reader. • Choose and employ vocabulary and diction appropriately for different purposes. • Demonstrate frequent and appropriate use of ~~print~~ braille and accessible digital reference materials. (See MD standards SLM 2.0, SLM 3.0, TL 5.0) • Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
PK students:		
• With modeling and support and using a braille writing device, ◦ insert paper ◦ use proper finger placement, isolation of fingers, and adequate pressure on keys to form dot combinations ◦ advance lines ◦ operate other keys (e.g., backspace, space bar, carriage return) ◦ remove paper		
W1 With modeling and support, use a combination of tactile drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.		
Share the topic or name the book.		
Essential Skills and Knowledge		
• With modeling and support, ◦ establish and build upon a personal schema related to a topic or book via attending to a learning experience (e.g., reading of text and hands on experience) in order to gain a deeper level of knowledge about a topic or book ◦ recognize that thoughts and ideas can be represented in tactile drawing and writing ◦ recognize that writing conveys meaning ◦ after discussion apply the prewriting and planning stages of the writing process to an opinion piece		

WRITING

PK students:		
◦ identify the topic or book ◦ develop and represent a simple sentence that states the topic or names the book through discussion, tactile drawing, dictation or developmentally appropriate writing		
Share an opinion on a topic or book.		
Essential Skills and Knowledge		
• With modeling and support, ◦ participate in a discussion about the learning experience that stimulates and guides thinking to express an opinion ◦ generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using tactile drawings to represent ideas ◦ after discussion, express an opinion by completing a cloze sentence orally, with a tactile drawing, dictation or developmentally appropriate writing		

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
PK students:		
W2 Use a combination of tactile drawing, dictating, or developmentally appropriate writing to state information on a topic.		
Name a topic. **Essential Skills and Knowledge** • With modeling and support, ◦ recognize that writing conveys meaning ◦ after discussion apply the prewriting and planning stages of the writing process to an informative piece ◦ establish and build upon a personal schema related to a topic or book via attending to a learning experience (e.g. reading of informational/expository text, and hands on experience) in order to gain a deeper level of knowledge about a topic or book ◦ after discussion name the topic		

WRITING

PK students:		
Supply some facts about the topic. **Essential Skills and Knowledge** • With modeling and support, ◦ participate in discussion to gather and communicate information related to the topic/text (MD SLM PK-1 2A1.a) ◦ express orally or via tactile drawing, dictation or developmentally appropriate writing several facts that are all related to the topic ◦ generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using tactile drawings to represent ideas		

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
PK students: **W3** With modeling and support, use a combination of tactile drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.		
Tell a single event. **Essential Skills and Knowledge** • With modeling and support, ◦ recognize that writing conveys meaning ◦ after discussion apply the prewriting and planning stages of the writing process to a narrative piece ◦ listen to and discuss a wide variety of narrative text (a variety of genres, fiction and non-fiction) to use as models to generate personal oral narratives ◦ express an opening sentence that sets up the telling of the event orally or through tactile drawings, dictation or developmentally appropriate writing		

WRITING

PK students:		
Tell about the details of the event in a meaningful sequence.		
Essential Skills and Knowledge		
• With modeling and support, ◦ demonstrate an understanding of story structure (e.g., beginning, middle, end) ◦ represent events in a meaningful sequence orally or via tactile drawing, dictation or developmentally appropriate writing ◦ compose oral and visual presentations that express personal ideas ◆ contribute orally to a shared writing experience or topic of interest ◆ use tactile drawings, letters, or symbols to express personal ideas		

WRITING

Cluster: **Text Types and Purposes**		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
PK students:		
Tell about the details of the event in a meaningful sequence. **Essential Skills and Knowledge** ◦ identify how language choices in speaking and writing affect thoughts and feelings ◆ acquire and use new vocabulary ◆ identify and use words to communicate feelings		

Cluster: **Text Types and Purposes**		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
PK students:		
Tell about the details of the event in a meaningful sequence. **Essential Skills and Knowledge** ◦ identify how language choices in speaking and writing affect thoughts and feelings ◆ acquire and use new vocabulary ◆ identify and use words to communicate feelings		

WRITING

Cluster: Production and Distribution of Writing		
W4 CCR Anchor Standard Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.		
PK students:		
(Begins in grade 3.)		

Cluster: Production and Distribution of Writing		
W5 CCR Anchor Standard Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
PK students:		
W5 With modeling, guidance, and support from adults, review tactile drawing, dictation or developmentally appropriate writing. **Essential Skills and Knowledge** • See W1, W2, W3, and W7 of CCSC Framework for specific application. • With modeling and support after tactile drawing, dictation or developmentally appropriate writing, ◦ demonstrate an ability to listen and discuss tactile drawing, dictation or developmentally appropriate writing ◦ respond appropriately to others and answer questions about tactile drawing, dictation and/or writing ◦ start to produce writing that is legible, including the conventional formation of some upper and lower case ~~manuscript~~ braille letters (indicating uppercase by the use of the capital sign preceding the letter)		

WRITING

Cluster: Production and Distribution of Writing		
W6 CCR Anchor Standard Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
PK students:		
W6 With prompting and support from adults, explore a variety of accessible digital tools to express ideas.		
Essential Skills and Knowledge		
• See W1, W2, W3, and W7 in CCSC Framework for specific application. • With modeling and support, explore braille, ~~print,~~ accessible online, or accessible multimedia sources in order to experience and interact with digital tools to express ideas.		

Cluster: Research to Build and Present Knowledge		
W7 CCR Anchor Standard Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
PK students:		
W7 Participate in shared research and shared writing projects.		
Essential Skills and Knowledge		
• With modeling and support, ◦ identify an assigned or personal information need (MD SLM PK-1 1B1.3) ◦ select ~~print~~ braille, and accessible online, and accessible multimedia sources (MD SLM PK-1 1B1.d) ◦ contribute to a learning community (MD SLM PK-1 6B1.d)		

WRITING

Cluster: Research to Build and Present Knowledge		
W8 CCR Anchor Standard Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
PK students:		
W8 With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.		
Essential Skills and Knowledge		
• With modeling and support via discussion, use prior knowledge or information from provided sources to answer a question.		

Cluster: Research to Build and Present Knowledge		
W9 CCR Anchor Standard Draws evidence from literary or informational texts to support analysis, reflection, and research.		
PK students:		
(Begins in grade 4)		

Cluster: Research to Build and Present Knowledge		
W10 CCR Anchor Standard 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.		
PK students:		
(Begins in grade 3)		

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
W1 Use a combination of tactile 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., *My favorite book is*…….)	**W1** 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. (SC, 1)	**W1** 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., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
Introduce the topic or name the book they are writing about.	Introduce the topic or name the book they are writing about and state an opinion.	Introduce the topic or book they are writing about and state an opinion.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With modeling and support, apply the prewriting and planning stages of the writing process: ◦ identify the topic or book ◦ establish or build upon a personal schema of a topic or book via attending to a learning experience (e.g., reading of text or hands on experience) to gain knowledge about a topic or story ◦ develop and represent a simple sentence that states the topic or names the book through discussion, tactile drawing, dictation or developmentally appropriate writing	• Apply the prewriting and planning stages of the writing process: ◦ identify the topic or book ◦ establish or build upon a personal schema of a topic or book ◦ gather information on a specific topic (See MD SLM PK-1 2A1.) ◦ use common characteristics/attributes to begin to understand relationships ◦ form an opinion based on prior knowledge and information provided • Develop a simple sentence that states the topic and gives an opinion.	• Apply the prewriting and planning stages of the writing process: ◦ identify the topic or book ◦ establish or build upon a personal schema of a topic or book ◦ gather information on a specific topic (See MD SLM 2-3 2A1.) ◦ form an opinion based on prior knowledge and information provided • Develop a clear, focused topic sentence that states a point of view or opinion.

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
W1 Use a combination of tactile 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., *My favorite book is*…….)	**W1** 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. (SC, 1)	**W1** 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., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
State an opinion on a topic or book.	Supply a reason that supports the opinion.	Supply reasons that support the opinion.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With promoting and support, ◦ form an opinion and express a preference. ◦ express an opinion orally or using tactile drawing, dictation, or writing to respond to a prompt (See CCSS K SL1.) ◦ produce writing that is legible, including the conventional formation of some upper and lower case ~~manuscript~~ braille letters (indicating uppercase by the use of a capital sign preceding the letter)	• Identify facts and opinions. • Provide a reason to support an opinion. • Draft a simple sentence or sentences to express an opinion and reason. ◦ Use common, proper, and possessive nouns (CCSS1 L1.b) ◦ Use personal, possessive, and indefinite pronouns *(e.g., I, me, my).* (CCSS 1 L1.d) ◦ Use frequently occurring *conjunctions (e.g., and, but, or, so, because)* (CCSS 1 L1.g) ◦ Use end punctuation for sentences (CCSS 1 L2.b) ◦ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS 1 L2.e) • Produce writing that is legible, including correct formation of ~~manuscript~~ braille letters.	• Distinguish between facts and opinions. • Generate reasons to support an opinion using facts, details or text references. • Draft a paragraph or multiple paragraphs to support an opinion. ◦ Use reflexive pronouns (e.g., myself, ourselves) (CCSS 2 L1.c) ◦ Produce complete simple and compound sentences. (See CCSS 2 L1.f) ◦ Use knowledge of language conventions when writing. (See CCSS 2 L3) • Produce writing that is legible, including the correct formation of some relevant manuscript and cursive letters (e.g. initials in name, U for U-turn, T for T-intersection).

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
	W1 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.	**W1** 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., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
	Provide some sense of closure.	Use linking words and phrases (e.g., *because*, *and, also)* to connect opinion and reasons.
	Essential Skills and Knowledge	**Essential Skills and Knowledge**
	• Draft a simple sentence that restates the opinion. • Apply the revising and editing stages of the writing process. (See CCSS 1 W5.) ◦ Revise to verify a statement of an opinion and a reason. ◦ Expand simple complete sentences. (CCSS 1 L1.j) ◦ Edit to correct errors in capitalization, punctuation, and spelling. (CCSS 1 L2) • Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS 1 L6; CCSS 1 SL5. 6; and MD SLM PK-1 5A.) • Produce writing that is legible, including the correct formation of ~~manuscript~~ braille letters. • Rehearse oral performance of a written product with appropriate fluency.	• Identify and explain relationships between ideas, (e.g., cause/effect, examples). • Use appropriate vocabulary to connect opinion and reasons.

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
		W1 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.*, because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
		Provide a concluding statement or section. **Essential Skills and Knowledge** • Draft a concluding sentence that restates the opinion. • Apply the revising and editing stages of the writing process. (See CCSS 2 W5.) ◦ Revise to verify a clear statement of opinion supported by a list of reasons. ◦ Add relevant details to strengthen writing. ◦ Expand and rearrange complete simple and compound sentences. (See CCSS 2 L1.f.) ◦ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 2 L2.)

WRITING

Kindergartners:	Grade 1 students:	Grade 2 students:
		• Consult reference materials, including beginning braille/accessible electronic dictionaries, as needed to check and correct spellings. (See CCSS 2 L2.e.) • Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS2 L6; CCSS 2 SL4, 5, 6; and MD SLM 2-3 5A1.d.) • Produce writing that is legible, including correct formation of ~~cursive~~ braille letters.

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
W2 Use a combination of tactile 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.	**W2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**W2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Name a topic.	Name a topic.	Introduce a topic.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, apply the prewriting stages of the writing process: ○ identify the topic or book ○ establish or build upon a personal schema of a topic by attending to a learning experience (e.g. reading of text or hands on experience) to gain knowledge about a topic or text ○ develop and represent a simple sentence that states the topic or names the book through discussion, tactile drawing, dictation or developmentally appropriate writing	• Apply the prewriting stages of the writing process: ◦ identify the topic ◦ establish or build upon a personal schema of a topic ◦ gather facts from braille ~~basic print,~~ accessible online, and accessible multimedia resources. (See CCSS 2 W7; CCSS 2 W8; and MD SLM PK-1 2A1.a.) • Develop and write a simple introductory sentence that states the topic.	• Apply the prewriting stage of the writing process: ◦ identify the topic ◦ establish or build upon a personal schema of the topic ◦ gather facts and definitions from braille ~~basic print,~~ accessible online, or accessible multimedia resources (See CCSS 2 W7; CCSS 2 W8; and MD SLM PK-1 2A1.a.) • Develop and write a clear and focused introductory sentence that identifies the topic.

WRITING

Kindergartners:	Grade 1 students:	Grade 2 students:
Supply some facts about the topic.	Supply some facts about the topic.	Use facts and definitions to develop points.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, identify facts and opinions within a specific source. (MD SLM K-1 3A2.a) • With prompting and support, gather and communicate information related to the topic/text. (See CCSS K W7, CCSS K W8, and MD SLM K-1 2A1.a.) • With prompting and support, participate in shared research on a topic. (See CCSS K W7.) • With prompting and support, express orally or via developmentally appropriate writing several sentences using the facts that are all related to the topic. ◦ Use frequently occurring nouns and verbs (CCSS.K.L.1b) ◦ Form regular plural nouns orally by adding /s/ or /es/. (CCSS.K.1c) • Produce writing that is legible, including the conventional formation of some upper and lower case ~~manuscript~~ braille letters.	• Identify facts and opinions within a specific source. (See MD SLM PK-1 3A2.a.) • Gather facts and definitions from ~~basic print~~ braille and accessible multimedia resources in an ethical and appropriate manner. (See CCSS 2 W6, and MD SLM PK-1 2B1.d.) • Participate in shared research on a topic. (See CCSS 2 W7.) • Write several sentences using the facts that are all related to the topic. ◦ Produce complete simple and compound sentences. (CCSS 2 L1.f) ◦ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS 1 L2.d) • Produce writing that is legible, including the correct formation of ~~manuscript~~ braille letters.	• Differentiate between facts and opinions within a specific source. (See MD SLM 2-3 3A2.a.) • Gather facts and definitions from ~~basic print~~ braille and accessible multimedia resources in an ethical and appropriate manner. (See CCSS 2 W6 and MD SLM 2-3 2B1.d.) • Participate in shared research on a topic. (See CCSS 2 W7) • Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic. ◦ Produce complete simple and compound sentences. (See CCSS 2 L1.f) ◦ Use knowledge of language and its conventions when writing. (See CCSS 2 L3) • Produce writing that is legible, including the correct formation of ~~cursive~~ braille letters.

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
	W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**W2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	Provide some sense of closure.	Provide a concluding statement or section.
	Essential Skills and Knowledge	**Essential Skills and Knowledge**
	• Draft a concluding simple sentence. • Apply the revising and editing stages of the writing process. (See CCSS 1 W5.) ◦ Revise to ensure a topic sentence and facts related to the topic. ◦ Expand complete simple sentences. (CCSS 1 L1.j) ◦ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 1 L2.) • Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS 1 L6; CCSS 1 SL5, 6; and MD SLM PK-1 5A1.d.) • Produce writing that is legible, including the correct formation of ~~manuscript~~ braille letters. • Rehearse oral performance of a written product with appropriate fluency.	• Use information presented and gathered to write an effective conclusion. • Apply the revision and editing stages of the writing process. (See CCSS 2 W5.) ° Revise to verify a clear statement of topic and points developed by related facts and definitions. ° Expand and rearrange complete simple and compound sentences. (CCSS 2 L1.f) ° Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 2 L2.) • Consult reference materials, including beginning braille/accessible electronic dictionaries, as needed to check and correct spellings. (CCSS 2 L2.e)

WRITING

Kindergartners:	Grade 1 students:	Grade 2 students:
		• Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS2 L6; CCSS 2 SL4, 5, 6, and MD SLM 2-3 5A1.d.) • Produce writing that is legible, including the correct formation of ~~cursive~~ braille letters. • Rehearse oral performance of a written product with appropriate fluency.

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
W3 Use combination of tactile drawing, dictating, or 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.	**W3** 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.	**W3** 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.
Recount a single event or several loosely linked events.	Recount two or more appropriately sequenced events.	Recount a well-elaborated event or short sequence of events.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, apply the prewriting stage of the writing process: ◦ identify a single event or several loosely linked events (See CCSS K RL3.) ◦ understand the purpose of story structure (e.g., beginning, middle, and end) ◦ express through tactile drawing, dictating, and/or legible writing an opening sentence that sets up the story	• Apply the prewriting stage of the writing process: ◦ identify elements of a narrative ◦ identify two or more events, characters, and settings (See CCSS 1 RL3.) ◦ tell about a series of events in a logical sequence (See CCSS 1 RL 2, CCSS 1 SL4.) • Draft an opening sentence that introduces the narrative.	• Apply the prewriting and planning stages of the writing process: ◦ identify an event or situation ◦ identify characters and the problem ◦ sequence the events in a logical order • Draft an opening sentence that introduces the narrative.

WRITING

Kindergartners:	Grade 1 students:	Grade 2 students:
Include some details regarding what happened.	Include some details regarding what happened.	Include details to describe actions, thoughts, and feelings.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, experience narrative text to use as model to generate personal narratives. • With prompting and support, apply knowledge of story structure. ◦ Produce complete simple sentences. (CCSS K L1.f) ◦ Use frequently occurring nouns and verbs. (CCSS K L1.b) • With prompting and support, listen to, discuss and use elaborative/descriptive language; rich language (i.e., multiple words for same noun and/or verb, adjectives, adverbs).	• Apply knowledge of story structure. ◦ Produce complete simple sentences. (CCSS 1 L1.j) ◦ Use verbs to convey a sense of past, present, and future. (CCSS 1 L1.e) ◦ Use frequently occurring adjectives. (CCSS 1 L1.f) ◦ Use determiners (e.g., articles demonstratives). (CCSS 1 L1.h) ◦ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS 1 L2.e) • Produce writing that is legible, including the correct formation of ~~manuscript~~ braille letters.	• Apply knowledge of story structure. • Include details that personalize the experience (thoughts, actions, and feelings). (See CCSS 2 W8.) ◦ Produce complete simple and compound sentences. (CCSS2 L1.f) ◦ Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS 2 L1.e) ◦ Form and use frequently occurring irregular plural nouns. (CCSS 2 L1.b) ◦ Use knowledge of language conventions when writing. (CCSS 2 L3) • Produce writing that is legible, including the correct formation of ~~cursive~~ braille letters.

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
W3 Use combination of tactile drawing, dictating, or 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.	**W3** 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.	**W3** 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.
Tell about the events in the order in which they occurred.	Use temporal words to signal event order.	Use temporal words to signal event order.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, demonstrate an understanding of the purpose and importance of story structure (Beginning, Middle, End) • With prompting and support students will tell/represent events in a meaningful sequence (See CCSS K RL2, CCSS K SL4.)	• With guidance and support, define and identify temporal words. • Use words and phrases acquired through conversations and being read to. (CCSS 1 L6) • Write sentences in a meaningful order using temporal words to identify the sequence.	• Define and identify temporal words. • Use words and phrases acquired through conversations, reading and being read to. (See CCSS 2 L6) • Write sentences in a meaningful order using temporal words to signal the sequence.

WRITING

Kindergartners:	Grade 1 students:	Grade 2 students:
Provide a reaction.	Provide some sense of closure.	Provide a sense of closure.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, reflect on personal experiences to contribute to personal reactions. • Dictate, tactually draw, or developmentally appropriately write response to text such as response logs and journals. • Produce writing that is legible, including the conventional formation of some upper and lower case ~~manuscript~~ braille letters.	• Draft a concluding sentence that brings resolution to the story. • Apply the revising and editing stages of the writing process. (See CCSS 1 W5.) ◦ Revise to ensure that elements of a narrative are present and events are sequenced. ◦ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 1 L2) • Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS 1 L6; CCSS 1 SL5, 6, and MD SLM PK-1 5 A1.d.)	• Draft a conclusion that resolves the narrative. • Apply the revision and editing stages of the writing process. (See CCSS 2 W5.) ◦ Revise to ensure that the elements of a narrative are incorporated. ◦ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 2 L1, 2.) • Consult reference materials, including beginning braille/accessible electronic dictionaries, as needed to check and correct spellings. (CCSS 2 L2.e) • Prepare the final product for presentation and/or publication. (See CCSS 2 L6; CCSS 2 SL4, 5, 6, and MD SLM 2-3 5A1.d.) • Produce writing that is legible, including the correct formation of ~~cursive~~ braille letters. • Rehearse oral performance of a written product with appropriate fluency. •

WRITING

Cluster: **Production and Distribution of Writing**		
W4 CCR Anchor Standard Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
W4 (Begins in grade 3)	**W4** (Begins in grade 3)	**W4** (Begins in grade 3)

WRITING

Cluster: Production and Distribution of Writing		
W5 CCR Anchor Standard Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
W5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**W5** 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.	**W5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
See W1, W2, W3, and W7 of CCSC Framework for specific application. • With prompting and support, follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (See CCSS K SL1.a.) • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS K SL2.) • With prompting and support, identify how language choices in writing and speaking affect thoughts and feelings: ◦ use sensory details to expand ideas ◦ identify and use new words to communicate feelings acquire and use new vocabulary	See W1, W2, W3, and W7 of CCSC Framework for specific application. • Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (See CCSS 1 SL1.a.) • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS 1 SL2.)	See W1, W2, W3, and W7 of CCSC Framework for specific application. • Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (See CCSS 2 SL1.a.) • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS 2 SL2.)

WRITING

Kindergartners:	Grade 1 students:	Grade 2 students:
• With prompting and support, use effective details, words, and figurative language in the student's own composing. ◦ use descriptive words to expand and improve student's own writing		

WRITING

Cluster: Production and Distribution of Writing		
W6 CCR Anchor Standard **Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.**		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
W6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.	**W6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**W6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• See W1, W2, W3, and W7 in CCSC Framework for specific application. • With guidance, select ~~print,~~ braille, accessible online, and accessible multimedia sources. (MD SLM K-1 2B1.d) • With guidance, use accessible technology to record and organize data/information. (See MD SLM K-1 3C1.f, MD TL 1 1A.) • With guidance, use accessible technology to present findings/conclusions in a variety of formats. (See MD SLM K-1 5A1.d, MD TL 1 4B1.) • With prompting and support, contribute to a shared writing experience. • Produce writing that is legible, including the conventional formation of some upper and lower case ~~manuscript~~ braille letters.	• See W1, W2, W3, and W7 in CCSC Framework for specific application. • With guidance, select braille, accessible online, and accessible multimedia sources. (MD SLM PK-1 2B1.d) • With guidance, use accessible technology to record and organize data/information. (See MD SLM PK-1 3C1.f, MD TL 1 1A.) • With guidance, use accessible technology to present findings/conclusions in a variety of formats. (See MD SLM PK-1 5A1.d, MD TL 1 4B1.) • Contribute to a learning community using accessible technology. (MD SLM PK-1 5A1.d)	• See W1, W2, W3, and W7 in CCSC Framework for specific application. • With guidance, select ~~print,~~ braille, accessible online, and accessible multimedia sources. (MD SLM 2-3 2B1.d) • Use accessible technology to record and organize data/information. (See MD SLM 2-3 3 C1.f, MD TL 2 1A.) • With guidance, use accessible technology to present findings/conclusions in a variety of formats. (See MD SLM 2-3 5A1.d.) • Contribute to a learning community using accessible technology. (MD SLM 2-3 5A1.d)

WRITING

Cluster: Research to Build and Present Knowledge		
W7 CCR Anchor Standard Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
W7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**W7** 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.	**W7** 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). (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With guidance and support from adults, identify an assigned or personal information need (topic to research) (See MD SLM 1B1) • With guidance and support from adults, formulate and refine questions to meet an information need (MD SLM 1B3) • With guidance, explore and identify human, ~~print~~, braille, accessible online, and accessible multimedia resources. (MD SLM PK-1 21.a) • With guidance, use accessible technology tools to find data/information within a specific source. (MD SLM PK-1 3A1.c) • With guidance and support from adults, use a variety of formats to prepare the findings/conclusions of the information need (topic to research). (See MD SLM PK-1 5A1.)	• With guidance, identify an assigned or personal information need. (MD SLM PK-1 1B1) • Formulate and refine questions to meet an information need. • With guidance, explore and identify human, ~~print~~, braille, accessible online, and accessible multimedia resources. (MD SLM PK-1 21.a) • With guidance, use accessible technology tools to find data/information within a specific source. (MD SLM PK-1 3A1.c) • With guidance and support from adults, formulate and refine questions to meet an information need (MD SLM PK-1 1B3)	• With guidance, identify an assigned or personal information need. (MD SLM 2-3 1B1) • Formulate and refine questions to meet an information need. • With guidance, explore and identify human, ~~print~~, braille, accessible online, and accessible multimedia resources. (MD SLM 2-3 21.a) • With guidance, use accessible technology tools to find data/information within a specific source. (MD SLM 2-3 3A1.c) • With guidance and support from adults, formulate and refine questions to meet an information need (MD SLM 2-3 1B3).

WRITING

Kindergartners:	Grade 1 students:	Grade 2 students:
• With prompting and support, contribute to a learning community using accessible technology. (See MD SLM PK-1 5A1.d)	• Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS 1 L6; CCSS 1 SL5, 6, and MD SLM PK-1 5 A1.d.) • Produce writing that is legible, including the correct formation of ~~manuscript~~ braille letters. • Contribute to a learning community using accessible technology. (MD SLM PK-1 5A1.d)	• Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS 2 L6; CCSS 2 SL5, 6, and MD SLM 2-3 5A1.d.) • Produce writing that is legible, including the correct formation of ~~cursive~~ braille letters. • Contribute to a learning community using accessible technology.. (MD SLM 2-3 5A1.d)

WRITING

Cluster: Research to Build and Present Knowledge		
W8 CCR Anchor Standard Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Kindergartners:	**Grade 1**	**Grade 2**
W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**W8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**W8** Recall information from experiences or gather information from provided sources to answer a question.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With guidance and support from adults, use prior knowledge to formulate questions to meet an information need. (See MD SLM PK-1 2B.d.) • With guidance, select ~~print~~, braille, accessible online, and accessible multimedia resources(MD SLM PK-1 2B.d) • With guidance and support from adults, record data/information in a variety of formats. • With guidance and support from adults, draw conclusions from the recorded data/information to create new understandings. (MD SLM PK-1 4B1.b) • With guidance, explain the idea of giving credit to sources of information. (MD SLM PK-1 3C2.a)	• Access prior knowledge to formulate and refine questions to meet an information need. (See MD SLM PK-1 B3.a) • With guidance, select ~~print~~, braille, accessible online, and accessible online, and multimedia sources. (MD SLM PK-1 2B.d) • With guidance, use accessible technology tools to find data/information within a specific source. (MD SLM PK-1 3A1.c) • Record data/information in a variety of formats. • With guidance and support, draw conclusions from the recorded data/information to create new understandings. (MD SLM PK-1 4B1.b)	• Access prior knowledge to formulate and refine questions to meet an information need. (See MD SLM 2-3 B3.a) • With guidance, select ~~print~~, braille, accessible online, and accessible online, and multimedia sources. (MD SLM 2-3 2B.d) • With guidance, use accessible technology tools to find data/information within a specific source. (MD SLM 2-3 3A1.c) • Record data/information in a variety of formats. • With guidance ad support, draw conclusions from the recorded data/information to create new understandings. (MD SLM 2-3 4B1.b)

WRITING

Kindergartners:	Grade 1 students:	Grade 2 students:
• With prompting and support, compose text using revising and editing strategies of effective writers and speakers ◦ prepare writing for display by revising and editing using rules, such as capital letters and periods • Produce writing that is legible, including the conventional formation of some upper and lower case ~~manuscript~~ braille letters.	• With guidance and support, practice responsible and appropriate use of technology systems, software, and information. (MD TL 1 2B1.) • With guidance, explain the idea of giving credit to sources of information. (MD SLM PK-1 3C2.a) • With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. (MD SLM 1 3C1.e)	• With guidance and support, practice responsible and appropriate use of technology systems, software, and information. (MD TL 2 2B1.) • With guidance, explain the idea of giving credit to sources of information. (MD SLM 2-3 3C2.a) • With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. (MD SLM 2 3C1.e)

Cluster: Research to Build and Present Knowledge

W9 CCR Anchor Standard

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

Kindergartners:	Grade 1 students:	Grade 2 students:
W9 (Begins in grade 4)	**W9** (Begins in grade 4)	**W9** (Begins in grade 4)

Cluster: Range of Writing

W10 CCR Anchor Standard

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.

Kindergartners:	Grade 1 students:	Grade 2 students:
W10 (Begins in grade 3)	**W10** (Begins in grade 3)	**W10** (Begins in grade 3)

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (SC, 3)	**W1.a** 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. (SC, 4)	**W1.a** 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. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply the prewriting and planning stages of the writing process: ◦ gather information on a specific topic (See MD SLM 2-3 2A1, as needed.) ◦ paraphrase when taking notes from sources (See MD SLM 2-3 4A.) ◦ generate a point of view or opinion ◦ brainstorm reasons that support the point of view or opinion (See CCSS 3 W4, W5, W6.)	• Apply the prewriting and planning stages of the writing process, including ◦ formulating an opinion ◦ generating support that includes facts and details (See MD SLM 4-5 2A1, as needed.) ◦ paraphrasing when taking notes from sources (See MD SLM 2-3 4A.) ◦ grouping support by categories or ideas ◦ linking the support to the writing purpose (See CCSS 4 W4, W5, W6.)	• Apply the prewriting and planning stages of the writing process, including ◦ formulating an opinion ◦ generating support that includes facts and details (See MD SLM 4-5 2A1, as needed.) ◦ paraphrasing when taking notes from sources (See MD SLM 2-3 4A.) ◦ grouping support logically by categories or ideas ◦ linking the support to the writing purpose (See CCSS 5 W4, W5, W6.)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Draft an introduction that ◦ establishes the focus with a topic sentence ◦ orients the reader to the topic or text ◦ states a point of view or opinion anticipates an organizational structure (e.g., one or more paragraphs, as appropriate). (See CCSS 3 W4, W6.)	• Draft an introduction that ◦ orients the reader to the topic or text ◦ states the point of view or opinion ◦ addresses an audience and the writing purpose anticipates an organizational structure (e.g., several paragraphs, as appropriate). (See CCSS 4 W4, W6.)	• Draft an introduction that ◦ orients the reader to the topic or text ◦ states the point of view or opinion ◦ addresses audience needs and the writing purpose anticipates an organizational structure (e.g., several paragraphs, as appropriate). (See CCSS 5 W4, W6.)
W1.b Provide reasons that support the opinion. (SC, 3)	**W1.b** Provide reasons that are supported by facts and details. (SC, 4)	**W1.b** Provide logically ordered reasons that are supported by facts and details. (SC, 4)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Differentiate among reasons, opinion(s), and facts. • Organize reasons to best support an opinion (e.g., least to most important, most to least important). • Draft the body to support an opinion or point of view through effective organization of reasons. (See CCSS 3 W4, W6.)	• Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. • Establish categories of support organized by ideas and their supporting facts, details, or other information. • Draft the body to argue an opinion or point of view through effective organization of support. (See CCSS 4 W4, W6.)	• Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. • Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information. • Draft the body to argue an opinion or point of view through effective organization of support. (See CCSS 5 W4, W6.)

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W1.b Provide reasons that support the opinion.	**W1.b** Provide reasons that are supported by facts and details.	**W1.b** Provide logically ordered reasons that are supported by facts and details.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
◦ Establish the focus of the paragraph/ each paragraph with a topic sentence. ◦ Organize paragraph(s) effectively (e.g., list, cause/effect, order of importance). ◦ Use coordinating and subordinating conjunctions. (CCSS 3 L1.h) ◦ Produce simple, compound, and complex sentences. (CCSS 3 L1.i.) ◦ Use commas in addresses. (CCSS 3 L2.b) • Recognize and observe differences between the conventions of spoken and written standard English. (CCSS 3 L3.b)	◦ Establish the focus of each paragraph with a topic sentence. ◦ Organize paragraphs effectively (e.g., list, cause/effect, order of importance). ◦ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) (CCSS 4 L1.a) ◦ Form and use prepositional phrases. (CCSS 4 L1.e) • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS 4 L3.c)	◦ Establish the focus of each paragraph with a topic sentence. ◦ Organize paragraphs effectively (e.g., list, cause/effect, order of importance). ◦ Ensure subject-verb and pronoun-antecedent agreement.* (CCSS 3 L1.f) ◦ Correctly use frequently-confused words.* (CCSS 4 L1.g) ◦ Use correlative conjunctions (e.g., *either/or*, *neither/nor*). (CCSS 5 L1.e)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
W1.c Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. (SC, 3)	**W1.c** Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). (SC, 4)	**W1.c** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify and explain relationships, including cause/effect, example. • Apply academic vocabulary to express relationships correctly. (See CCSS 3 L6.) • Apply domain-specific vocabulary to clarify ideas.	• Apply an understanding of the relationship between opinion and reasons. • Apply academic vocabulary to express relationships correctly and precisely. (See CCSS 4 L6.) • Apply domain-specific vocabulary to clarify ideas.	• Apply an understanding of the relationship between opinion and reasons. • Apply academic vocabulary to express relationships correctly and precisely. (See CCSS 5 L6.) • Apply domain-specific vocabulary to clarify ideas.
W1.d Provide a concluding statement or section. (SC, 3)	**W1.d** Provide a concluding statement or section related to the opinion presented. (SC, 4)	**W1.d** Provide a concluding statement or section related to the opinion presented. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Draft a conclusion that paraphrases the opinion or point of view. (See CCSS 3 W4, W6.)	• Draft a conclusion that paraphrases the opinion or point of view. (See CCSS 3 W4, W6.) •	• Draft a conclusion that paraphrases the opinion or point of view. (See CCSS 3 W4, W6.)

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W1.d Provide a concluding statement or section.	**W1.d** Provide a concluding statement or section related to the opinion presented.	**W1.d** Provide a concluding statement or section related to the opinion presented.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply the revision and editing stages of the writing process. (See CCSS 3 W5, W6.) ◦ Revise to ♦ ensure a clear statement of opinion supported by a list of reasons ♦ choose words and phrases for effect (See CCSS 3 L3.a.) ◦ Edit to correct errors in ♦ the use of linking words and phrases (See CCSS 3 W1.c.) ♦ regular and irregular plural nouns and regular and irregular verbs (See CCSS 3 L1.b, d.) ♦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ♦ capitalization in titles (See CCSS 3 L2.a.) ♦ conventional spelling of high-frequency words (See CCSS 3 L2.e.)	• Apply the revision and editing stages of the writing process. (See CCSS 4 W5, W6.) ◦ Revise to ♦ ensure a clear statement of opinion supported by an organized list of related ideas and reasons ♦ choose words and phrases for effect and to convey ideas precisely* (See CCSS 3 L3.a; CCSS 4 L3.a.) ◦ Edit to correct errors in ♦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ♦ inappropriate fragments and run-ons* (See CCSS 4 L1.f.) ♦ capitalization (See CCSS 4 L2.a.) ♦ frequently confused words* (See CCSS 4 L1.g.) ♦ punctuation of compound sentences joined by a coordinating conjunction (See CCSS 4 L2.c.)	• Apply the revision and editing stages of the writing process. (See CCSS 5 W5, W6.) ◦ Revise to ♦ ensure a clear statement of opinion supported by ideas and reasons presented logically ♦ choose words and phrases for effect and to convey ideas precisely* (See CCSS 3 L3.a; CCSS 4 L3.a.) ♦ expand, combine, and reduce sentences for meaning, interest, and style* (See CCSS 5 L3.a.) ◦ Edit to correct errors in ♦ sentence fragments and run-ons* (See CCSS 4 L1.f.) ♦ use of a comma to set off an introductory element (See CCSS 5 L2.b.) ♦ shifts in verb tense* (See CCSS 5 L1.d.)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
◦ Consult reference materials and spelling patterns and generalizations to check and correct spellings. (CCSS 3 L2.f, g) • Prepare the final product for presentation and/or publication, including ◦ using accessible word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable • delivering oral presentations (See CCSS 3 W6; CCSS 3 SL4, 5, 6; MD SLM 2-3 5A1.)	♦ spelling of grade-appropriate words, consulting references as needed (See CCSS 4 L2.d.) • Prepare the final product for presentation and/or publication, including ◦ using accessible word processing technology ◦ applying ~~cursivehand~~ braille writine skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable • delivering oral presentations (See CCSS 4 W6; CCSS 4 SL4, 5, 6; MD SLM 4-5 5A1.)	♦ spelling of grade-appropriate words, consulting references as needed (See CCSS 5 L2.e.) • Prepare the final product for presentation and/or publication, including ◦ using accessible word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable • delivering oral presentations (See CCSS 5 W6; CCSS 5 SL4, 5, 6; MD SLM 4-5 5A1.)

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W1.d Provide a concluding statement or section.	**W1.d** Provide a concluding statement or section related to the opinion presented.	**W1.d** Provide a concluding statement or section related to the opinion presented.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply the revision and editing stages of the writing process. (See CCSS 3 W5, W6.) ◦ Revise to ♦ ensure a clear statement of opinion supported by a list of reasons ♦ choose words and phrases for effect (See CCSS 3 L3.a.) ◦ Edit to correct errors in ♦ the use of linking words and phrases (See CCSS 3 W1.c.) ♦ regular and irregular plural nouns and regular and irregular verbs (See CCSS 3 L1.b, d.) ♦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ♦ capitalization in titles (See CCSS 3 L2.a.) ♦ conventional spelling of high-frequency words (See CCSS 3 L2.e.)	• Apply the revision and editing stages of the writing process. (See CCSS 4 W5, W6.) ◦ Revise to ♦ ensure a clear statement of opinion supported by an organized list of related ideas and reasons ♦ choose words and phrases for effect and to convey ideas precisely* (See CCSS 3 L3.a; CCSS 4 L3.a.) ◦ Edit to correct errors in ♦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ♦ inappropriate fragments and run-ons* (See CCSS 4 L1.f.) ♦ capitalization (See CCSS 4 L2.a.) ♦ frequently confused words* (See CCSS 4 L1.g.) ♦ punctuation of compound sentences joined by a	• Apply the revision and editing stages of the writing process. (See CCSS 5 W5, W6.) ◦ Revise to ♦ ensure a clear statement of opinion supported by ideas and reasons presented logically ♦ choose words and phrases for effect and to convey ideas precisely* (See CCSS 3 L3.a; CCSS 4 L3.a.) ♦ expand, combine, and reduce sentences for meaning, interest, and style* (See CCSS 5 L3.a.) ◦ Edit to correct errors in ♦ sentence fragments and run-ons* (See CCSS 4 L1.f.) ♦ use of a comma to set off an introductory element (See CCSS 5 L2.b.) ♦ shifts in verb tense* (See CCSS 5 L1.d.)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
◦ Consult reference materials and spelling patterns and generalizations to check and correct spellings. (CCSS 3 L2.f, g) • Prepare the final product for presentation and/or publication, including ◦ using accessible word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable • delivering oral presentations (See CCSS 3 W6; CCSS 3 SL4, 5, 6; MD SLM 2-3 5A1.)	♦ coordinating conjunction (See CCSS 4 L2.c.) ♦ spelling of grade-appropriate words, consulting references as needed (See CCSS 4 L2.d.) • Prepare the final product for presentation and/or publication, including ◦ using accessible word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable • delivering oral presentations (See CCSS 4 W6; CCSS 4 SL4, 5, 6; MD SLM 4-5 5A1.)	♦ spelling of grade-appropriate words, consulting references as needed (See CCSS 5 L2.e.) • Prepare the final product for presentation and/or publication, including ◦ using accessible word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable • delivering oral presentations (See CCSS 5 W6; CCSS 5 SL4, 5, 6; MD SLM 4-5 5A1.)

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly
W2.b Develop the topic with facts, definitions, and details.	**W2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**W2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Draft the body to examine a topic with well- organized facts, definitions, and details. (See CCSS 3 W4, W6.) ◦ Use coordinating and subordinating conjunctions. (CCSS 3 L1.h) ◦ Produce simple, compound, and complex sentences. (CCSS 3 L1.i.) ◦ Recognize and observe differences between the conventions of spoken and written standard English. (CCSS 3 L3.b)	• Draft the body to examine a topic and convey ideas with effectively organized facts, definitions, concrete details, and other information. (See CCSS 4 W4, W6.) ◦ Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). ◦ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) (CCSS 4 L1.a) ◦ Form and use prepositional phrases. (CCSS 4 L1.e) ◦ Use commas and quotation marks to punctuate quotations from a text. (See CCSS 4 L2.b.)	• Draft the body by applying a logical organizational pattern of reasons supported by facts and details. (See CCSS 5 W4, W6.) ◦ Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). ◦ Ensure subject-verb and pronoun-antecedent agreement.* (CCSS 3 L1.f) ◦ Use correlative conjunctions (e.g., *either/or*, *neither/nor*). (CCSS 5 L1.e) ◦ Correctly use frequently-confused words.* (CCSS 4 L1.g)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS 4 L3.c)	
W2.c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (SC, 3)	**W2.c** Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (SC, 4)	**W2.c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially).* (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Organize information by categories and correctly link ideas within each category. • Apply academic vocabulary to express relationships correctly. (See CCSS 3 L6.) • Apply domain-specific vocabulary to clarify information.	• Apply an understanding that information can be categorized in a variety of different ways. • Apply academic vocabulary to express relationships correctly. (See CCSS 4 L6.) • Apply domain-specific vocabulary to clarify information.	• Categorized information in a variety of different ways to accomplish different purposes. • Apply academic vocabulary to express relationships correctly. (See CCSS 4 L6.) • Apply domain-specific vocabulary to clarify information.

WRITING

Cluster: **Text Types and Purposes**		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
See **W2.d** below.	**W2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 4)	**W2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
	(See CCSS 4 L3.a, L6.)	(See CCSS 4 L3.a, L6.)
W2.d Provide a concluding statement or section. (SC, 3)	**W2.e** Provide a concluding statement or section related to the information or explanation presented. (SC, 4)	**W2.e** Provide a concluding statement or section related to the information or explanation presented. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Draft a conclusion that draws inferences or conclusions from the information presented. (See CCSS 3 W4, W6.) • Apply the revision and editing stages of the writing process. (See CCSS 3 W5, W6.)	• Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented. (See CCSS 4 W4, W6.) • Apply the revision and editing stages of the writing process. (See CCSS 4 W5, W6.)	• Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented. (See CCSS 5 W4, W6.) • Apply the revision and editing stages of the writing process. (See CCSS 5 W5, W6.)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
◦ Revise to ♦ ensure a clear statement of the topic and clearly conveyed ideas and information ♦ choose words and phrases for effect* (CCSS 3 L3.a) ◦ Edit to correct errors in ♦ the use of linking words and phrases (See CCSS 3 W1.c.) ♦ regular and irregular plural nouns and regular and irregular verbs (See CCSS 3 L1.b, d.) ♦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ♦ conventional spelling of high-frequency words (See CCSS 3 L2.e.) • Consult reference materials and spelling patterns and generalizations to check and correct spellings. (See CCSS 3 L2.f, g.)	◦ Revise to ♦ ensure a clear statement of the topic and clearly conveyed and organized ideas and information ♦ choose words and phrases for effect and to convey ideas precisely* (See CCSS 3 L3.a; CCSS 4 L3.a.) ◦ Edit to correct errors in ♦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ♦ inappropriate fragments and run-ons* (See CCSS 4 L1.f.) ♦ capitalization (See CCSS 4 L2.a.) ♦ frequently confused words* (See CCSS 4 L1.g.) ♦ punctuation of compound sentences joined by a coordinating conjunction (See CCSS 4 L2.c.) • spelling of grade-appropriate words, consulting references as needed (See CCSS 4 L2.d.)	◦ Revise to ♦ ensure a clear statement of the topic and clearly conveyed and organized ideas and information ♦ choose words and phrases for effect and to convey ideas precisely* (See CCSS 3 L3.a; CCSS 4 L3.a.) ♦ expand, combine, and reduce sentences for meaning, interest, and style* (See CCSS 5 L3.a.) ◦ Edit to correct errors in ♦ sentence fragments and run-ons* (See CCSS 4 L1.f.) ♦ use of a comma to set off an introductory element (See CCSS 5 L2.b.) ♦ shifts in verb tense* (See CCSS 5 L1.d.) • spelling of grade-appropriate words, consulting references as needed (See CCSS 5 L2.e.)

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W2.d Provide a concluding statement or section. (SC, 3)	**W2.e** Provide a concluding statement or section related to the information or explanation presented. (SC, 4)	**W2.e** Provide a concluding statement or section related to the information or explanation presented. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Prepare the final product for presentation and/or publication, including ◦ using accessible word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS 3 W6; CCSS 3 SL4, 5, 6; MD SLM 2-3 5A1.)	• Prepare the final product for presentation and/or publication, including ◦ using accessible word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS 4 W6; CCSS 4 SL4, 5, 6; MD SLM 4-5 5A1.)	• Prepare the final product for presentation and/or publication, including ◦ using accessible word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS 5 W6; CCSS 5 SL4, 5, 6; MD SLM 4-5 5A1.)

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**W3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**W3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply the prewriting stage of the writing process, e.g., ◦ select and narrow an event or situation ◦ identify the characters and the problem ◦ order the events by sequence (See CCSS 3 W4, W5, W6.) • Draft an introduction that ◦ orients the reader to the narrator and/or the characters ◦ establishes the situation or problem (See CCSS 3 W4, W6.) ♦ Apply knowledge of characterization. (See CCSS 3 RL 3.) ♦ Apply knowledge of story structure (e.g., problem and solution). (See CCSS 3 RL 5.)	• Apply the prewriting stage of the writing process: ◦ select and narrow an event or situation ◦ identify the narrator and/or the characters ◦ explain the problem ◦ organize a plausible sequence of events (See CCSS 4 W4, W5, W6.) • Draft an introduction that ◦ establishes the narrator and/or the characters ◦ orients the reader to the situation or problem ◦ anticipates a logical sequence of events (See CCSS 4 W4, W6.)	• Apply the prewriting stage of the writing process: ◦ select and narrow an event or situation ◦ identify the narrator and/or the characters ◦ explain the problem ◦ organize a plausible sequence of events (See CCSS W4, W5, W6.) • Draft an introduction that ◦ establishes the narrator and/or the characters ◦ orients the reader to the setting ◦ explains the situation or problem ◦ anticipates a logical sequence of events (See CCSS 5 W4, W6.)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
W3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**W3.b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**W3.b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Draft the body using a plausible sequence of events and effective descriptions of characters. (See CCSS 3 W4, W6.) ◦ Apply knowledge of characterization. (See CCSS 3 RL3.)	• Draft the body using a plausible sequence of events and effective descriptions of characters and setting. (See CCSS 4 W4, W6.) ◦ Apply knowledge of characterization and setting. (See CCSS 4 RL3.)	• Draft the body using a plausible sequence of events and effective descriptions of characters, setting, and events. (See CCSS 5 W4, W6.) ◦ Apply knowledge of narrative elements (e.g., point of view, characters, conflict, plot, setting, rising action, climax, falling action, resolution). (See CCSS 5 RL3, RL 5, RL6.)

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**W3.b** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **cont'd**	**W3.b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **cont'd**
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
◦ Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, etc.). (See CCSS 3 RL 5.) ◦ Form and use the simple verb tenses. (See CCSS 3 L1.e.) ◦ Form and use comparative and superlative adjectives and adverbs. (See CCSS 3 L1.g.) ◦ Use commas and quotation marks in dialogue. (CCSS 3 L2.c) ◦ Form and use possessives. (CCSS 3 L2.d)	◦ Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, resolution, etc.). ◦ Form and use the progressive verb tenses. (CCSS 4 L1.b.) ◦ Use commas and quotation marks to indicate direct speech. (See CCSS 4 L2.b)	◦ Form and use the perfect verb tenses. (See CCSS 5 L1.b.) ◦ Use verb tenses to convey various times, sequences, states, and conditions. (CCSS 5 L1.c.) ◦ Use punctuation to separate items in a series.* (CCSS 5 L2.a)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
W3.c Use temporal words and phrases to signal event order.	**W3.c** Use a variety of transitional words and phrases to manage the sequence of events.	**W3.c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply academic vocabulary to express chronological and sequential relationships correctly. (See CCSS 3 L6.)	• Apply academic vocabulary to express chronological and sequential relationships correctly and control the sequence of events. (See CCSS 4 L6.)	• Apply academic vocabulary in order to express and control a narrative sequence. (See CCSS 5 L6.)
(See **W3.d** below.)	**W3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.	**W3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
	• Differentiate between specific and concrete, vague and general, and literal and nonliteral language. (See CCSS 3 RL4.) • Recognize and use words and phrases that appeal to the senses. • Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag).* CCSS 4 L1.d)	(See CCSS 5 RL4.)

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W3.d Provide a sense of closure.	**W3.e** Provide a conclusion that follows from the narrated experiences or events.	**W3.e** Provide a conclusion that follows from the narrated experiences or events.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Draft a conclusion that provides an ending to the narrative. (See CCSS 3 W4, W6.) • Apply the revision and editing stages of the writing process to the narrative piece. (See CCSS 3 W4, W6.) ◦ Revise to ♦ ensure that characters and events are clearly described (See CCSS 3 RL3.) ♦ ensure that the narrative is organized chronologically and has a clear beginning, middle, and end (See CCSS 3 RL5.) ♦ choose words and phrases for effect and for precision* (See CCSS 3 L1.c, L3.a, L5.c)	• Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. (See CCSS 4 W4, W6.) • Apply the revision and editing stages of the writing process to the narrative piece. (See CCSS 4 W4, W6.) ◦ Revise to ♦ ensure that characters and events are effectively described ♦ ensure that the narrative is fully developed and logically organized ♦ choose words and phrases to convey ideas precisely* (CCSS 4 L3.a) ♦ choose punctuation for effect* (CCSS 4 L3.b)	• Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. (See CCSS 5 W4, W6.) • Apply the revision and editing stages of the writing process to the narrative piece. (See CCSS 5 W4, W6.) ◦ Revise to ♦ ensure that the narrative demonstrates full development, logical organization and effective use of language ♦ choose words and phrases to convey ideas precisely* (CCSS 4 L3.a) ♦ expand, combine, and reduce sentences for meaning, interest, and style* (See CCSS 5 L3.a.)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
◦ Edit to correct errors in ♦ temporal words and phrases (See CCSS 3 W3.c) ♦ formation and use of simple verb tenses (See CCSS 3 L1.e.) ♦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ♦ punctuation of dialogue (See CCSS 3 L2.c.) ♦ formation and use possessives (CCSS 3 L2.d) ♦ conventional spelling of high-frequency words (See CCSS 3 L2.e.) • Consult reference materials and spelling patterns and generalizations to check and correct spellings. (See CCSS 3 L2.f, g.)	◦ Edit to correct errors in ♦ transitional words and phrases (See CCSS 4 W3.c) ♦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ♦ inappropriate fragments and run-ons* (See CCSS 4 L1.f.) ♦ frequently confused words* (See CCSS 4 L1.g.) ♦ commas and quotation marks in direct speech (See CCSS 4 L2.b) ♦ punctuation of compound sentences joined by a coordinating conjunction (See CCSS 4 L2.c.) ♦ spelling of grade-appropriate words, consulting references as needed (See CCSS 4 L2.d.)	◦ Edit to correct errors in ♦ transitional words and phrases (See CCSS 5 W3.c.) ♦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ♦ inappropriate fragments and run-ons* (See CCSS 4 L1.f.) ♦ frequently confused words* (See CCSS 4 L1.g.) • spelling of grade-appropriate words, consulting references as needed (See CCSS 4 L2.d.)

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W3.d Provide a sense of closure.	**W3.e** Provide a conclusion that follows from the narrated experiences or events.	**W3.e** Provide a conclusion that follows from the narrated experiences or events.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Prepare the final product for presentation and/or publication, including ◦ using word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferabl ◦ delivering oral presentations (See CCSS 3 W6; CCSS 3 SL4, SL5, SL6; MD SLM 2-3: 5A1; MD TL 3 3B1, 4b1.)	• Prepare the final product for presentation and/or publication, including ◦ using word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable ◦ or technology is unavailable ◦ delivering oral presentations (See CCSS 4 W6; CCSS 4 SL4, SL5, SL6; MD SLM 4-5 5A1; MD TL 4 3B1, 4B1).)	• Prepare the final product for presentation and/or publication, including ◦ using word processing technology ◦ applying ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable ◦ delivering oral presentations (See CCSS 5 W6; CCSS 4 SL4, SL5, SL6; MD SLM 4-5 5A1; MD TL 5 3B1, 4B1).

WRITING

Cluster: Production and Distribution of Writing		
W4 CCR Anchor Standard Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W4 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.) (SC, 3)	**W4** 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.) (SC, 4)	**W4** 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.) (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
See CCSS 3 W1, W2, W3, W7; SL1, 4, and 5 of CCSC Framework for specific application.	See CCSS 4 W1, W2, W3, W7; SL1, 4, and 5 of CCSC Framework for specific application.	See CCSS 4 W1, W2, W3, W7; SL1, 4, and 5 of CCSC Framework for specific application.

WRITING

Cluster: Production and Distribution of Writing		
W5 CCR Anchor Standard Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W5 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.) (SC, 3)	**W5** 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.) (SC, 4)	**W5** 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.) (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
See CCSS 3 W1, W2, W3, W7; SL1, 4, and 5 of CCSC Framework for specific application.	See CCSS 4 W1, W2, W3, W7; SL1, 4, and 5 of CCSC Framework for specific application.	See CCSS 5 W1, W2, W3, W7; SL1, 4, and 5 of CCSC Framework for specific application.

WRITING

Cluster: Production and Distribution of Writing		
W6 CCR Anchor Standard Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W6 With guidance and support from adults, use accessible technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**W6** With some guidance and support from adults, use accessible 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.	**W6** With some guidance and support from adults, use accessible 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• See CCSS 3 W1, W2, W3, W7; SL1, 5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the Basic level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." (10-11) • Apply appropriate posture, hand, arm and fingering positions when keyboarding. (MD TL 3 1A1c) • Use accessible technology to enhance learning. (MD TL 3 2B1, 2B2, 2B2, 2B3, 3A1, 3B1, 3C1) • Use accessible technology for communication. (MD TL 3 4A1, 4A2); MD SLM 2-3 4A2)	• See CCSS 4 W1, W2, W3, W7; SL1, 5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the Basic level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." (10-11) • Apply appropriate posture, hand, arm and fingering positions when keyboarding. (MD TL 4 1A1a) • Use accessible technology to enhance learning. (MD TL 4 3A1, 3B1, 3C1) • Use accessible technology for communication. (MD TL 4 4A1, 4A2); MD SLM 3-4 4A2)	• See CCSS 5 W1, W2, W3, W7; SL1, 5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the Basic level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." (10-11) • Apply appropriate posture, hand, arm and fingering positions when keyboarding. (MD TL 5 1A1a) • Use accessible technology to enhance learning. (MD TL 5 3A1, 3B1, 3C1) • Use accessible technology for communication. (MD TL 5 4A1, 4A2); MD SLM 3-4 4A2)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Use accessible technology to collaborate and to express ideas. (MD TL 3 3B1, 4b1) • Use accessible technology to locate, evaluate, and gather information and/or data. (MD TL 3 5A1; MD SLM 3 C1) • Use and evaluate accessible technology tools to organize information. (MD TL 3 4B1, 5B1) • Use accessible technology to develop strategies to solve problems and make informed decisions. (MD TL 3 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 3 4B1, 5A1, 5A2) • Apply ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable .	• Use accessible technology to collaborate and to express ideas. (MD TL 4 3B1, 4B1) • Use accessible technology to locate, evaluate, and gather information and/or data. (MD TL 4 5A1) • Use and evaluate accessible technology tools to organize information. (MD TL 4 5B1) • Use accessible technology to develop strategies to solve problems and make informed decisions. (MD TL 4 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 4 4B1, 5A1, 5A2) • Apply ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable	• Use accessible technology to collaborate and to express ideas. (MD TL 5 3B1, 4B1) • Use accessible technology to locate, evaluate, and gather information and/or data. (MD TL 5 5A1) • Use and evaluate accessible technology tools to organize information. (MD TL 5 5B1) • Use accessible technology to develop strategies to solve problems and make informed decisions. (MD TL 5 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 5 4B1, 5A1, 5A2) • Apply ~~cursivehand~~ braille writing skills neatly and legibly when ~~hand~~braille writing is preferable or technology is unavailable

WRITING

Cluster: Research to Build and Present Knowledge		
W7 CCR Anchor Standard Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W7 Conduct short research projects that build knowledge about a topic.	**W7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**W7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Follow an inquiry process. (MD SLM 2-3 1A1; MD TL 3 6A, 6B) • Define a problem, formulate questions, and refine a problem and/or question. (MD SLM 2-3 1B1, 1B2, 1B3) • Locate and evaluate accessible resources. (MD SLM 2-3 2A1) • Use safe practices when online. (MD SLM 2-3 2A2) • Locate and select sources to meet the information need. (MD SLM 2-3 2B1) • Evaluate sources to meet the information need. (MD SLM 2-3 2B2) • Find data and/or information within a variety of sources. (MD SLM 2-3 3A1) • Paraphrase when taking notes from sources. (See MD SLM 2-3 4A.)	• Follow an inquiry process. (MD SLM 4-5 1A; MD TL 4 6A, 6B) • Define a problem, formulate questions, and refine a problem and/or question. (MD SLM 4-5 1B1, 1B2, 1B3) • Locate and evaluate accessible resources. (MD SLM 4-5 2A1) • Use safe practices when online. (MD SLM 4-5 2A2) • Locate and select sources to meet the information need. (MD SLM 4-5 2B1) • Evaluate sources to meet the information need. (MD SLM 4-5 2B2) • Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) • Paraphrase when taking notes from sources. (See MD SLM 2-3 4A.)	• Follow an inquiry process. (MD SLM 4-5 1A1; MD TL 5 6A, 6B) • Define a problem, formulating questions, and refining a problem and/or question. (MD SLM 4-5 1B1, 1B2, 1B3) • Locate and evaluate accessible resources. (MD SLM 4-5 2A1) • Use safe practices when online. (MD SLM 4-5 2A2) • Locate and select sources to meet the information need. (MD SLM 4-5 2B1) • Evaluate sources to meet the information need. (MD SLM 4-5 2B2) • Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) • Paraphrase when taking notes from sources. (See MD SLM 4-5 4A.)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Use a variety of formats to prepare findings/conclusions for sharing. (MD SLM 2-3 5A1) • Share findings and/or conclusions. (MD SLM 2-3 5A2; MD TL 3 6A5) • Cite a source as appropriate. (MD SLM 2-3 3A2) •	• Use a variety of formats to prepare findings/conclusions for sharing. (MD SLM 4-5 5A1) • Share findings and/or conclusions. (MD SLM 4-5 5A2; MD TL 4 6A5) • Differentiate between original and borrowed ideas and cite sources appropriately. (MD SLM 4-5 3A2)	• Use a variety of formats to prepare findings/conclusions for sharing. (MD SLM 4-5 5A1) • Share findings and/or conclusions. (MD SLM 4-5 5A2; MD 5 6A5) • Differentiate between original and borrowed ideas and cite sources appropriately. (MD SLM 4-5 3A2)

WRITING

Cluster: Research to Build and Present Knowledge		
W8 CCR Anchor Standard Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (SC, 3)	**W8** 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. (SC, 4)	**W8** 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. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.)> • Find data and/or information within a variety of sources. (MD SLM 2-3 3A1) • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 2-3 3C1) • Paraphrase when taking notes from sources. (See MD SLM 2-3 4A.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 2-3 4Al)	• Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 4-5 3C1) • Paraphrase when taking notes from sources to avoid plagiarism. (See MD SLM 2-3 4A.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 4-5 4Al)	• Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 4-5 3C1) • Paraphrase when taking notes from sources to avoid plagiarism. (See MD SLM 4-5 4A.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 4-5 4Al)

WRITING

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Sort evidence into specified categories. (MD SLM 2-3 4A2) • Synthesize information from within a source. (MD SLM 2-3 4B1)	• Sort evidence into specified categories. (MD SLM 4-5 4A2) • Generate a list of sources. (MD SLM 4-5 3C2) • Synthesize information within and across sources. (MD SLM 4-5 4B1)	• Sort evidence into specified categories. (MD SLM 4-5 4A2) • Generate a list of sources. (MD SLM 4-5 3C2) • Synthesize information within and across sources. (MD SLM 4-5 4B1)

WRITING

Cluster: Research to Build and Present Knowledge		
W9 CCR Anchor Standard Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W9 (Begins in grade 4.)	**W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. W9.a Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	**W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. W9.a Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
	W9.b Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	W9.b Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
N/A	• Write in response to grade-level ~~print~~, braille, nonprint, and accessible digital literary or informational text(s).	• Write in response to grade-level ~~print~~, braille, nonprint, and accessiblle digital literary or informational text(s).

WRITING

Cluster: Range of Writing		
W10 CCR Anchor Standard Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
W10 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.	**W10** 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.	**W10** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames. • Set personal goals and conference regularly with adults and peers to improve writing.	• Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames. • Set and adjust personal goals and conference regularly with adults and peers to improve writing.	• Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames. • Set and adjust personal goals and conference regularly with adults and peers to improve writing.

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W1 Write arguments to support claims with clear reasons and relevant evidence.	**W1** Write arguments to support claims with clear reasons and relevant evidence.	**W1** Write arguments to support claims with clear reasons and relevant evidence.
W1.a Introduce claim(s) and organize the reasons and evidence clearly.	**W1.a** Introduce claim(s), acknowledge alternate claims, and organize the reasons and evidence logically.	**W1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Adapt the prewriting stage of the writing process to an argument, including developing one or more claims, and effectively ordering reasons that support the claim (See CCSS 6 W5.) ◦ Gather information to support claims. (See MD SLM 6-8 2A1, as needed.) • Compose a draft of an introduction that presents a claim or claims clearly. (See CCSS 6 W4, 6.)	• Adapt the prewriting stage of the writing process to an argument, including developing alternate claims (See CCSS 7 W5.) ◦ Gather information to support claims. (See MD SLM 6-8 2A1, as needed.) • Compose a draft of an introduction that presents a claim or claims and addresses any alternate claim or claims (See CCSS 7 W4, 6.)	• Adapt the prewriting stage of the writing process to an argument, including developing alternate claims (See CCSS 8 W5.) ◦ Gather information to support claims. (See MD SLM. 6-8. 2A1, as needed.) ◦ Compare and contrast one's own claim or claims to all other claims (See CCSS 8 RL5.) • Compose a draft of an introduction that features a claim or claims in opposition to any alternate claim or claims. (See CCSS 8 W4, 6.)

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
W1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	**W1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**W1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS 6 W7.) • Locate and evaluate sources for reliability to select evidence. (See CCSS 6 W8.) • Compose a draft of the body with attention to ◦ effective organization of support for a claim or claims ◦ subject-verb and pronoun-antecedent agreement* (See CCSS 6 L2.e.) ◦ formation of complete sentences* (See CCSS 6 L1.f.) ◦ varying sentence patterns (See CCSS 6 L3.a.) ◦ pronouns written in the proper case (See CCSS 6 L1.a.) ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS 6 L1.c.) ◦ frequently-confused words.* (See CCSS 6 L1.g.) ◦ spelling correctly (See CCSS 6 L2.b.)	• Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS 7 W7.) • Use an established procedure to determine the accuracy of sources (See CCSS 7 W8.) • Compose a draft of the body with attention to ◦ effective organization of support for a claim or claims ◦ subject-verb and pronoun antecedent agreement* (See CCSS 7 L2.e.) ◦ formation of complete sentences* (See CCSS 7 L1.f.) ◦ selection of simple, compound, complex, or compound-complex sentences to show relationships among ideas (See CCSS 7 L1.b.) ◦ frequently-confused words.* (See CCSS 7 L1.g.) ◦ spelling correctly (See CCSS 7 L2.b.) ◦ a inappropriate shifts in pronoun number and person* (See CCSS 7 L1.c.)	• Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS 8 W7.) • Use an established procedure to determine the accuracy of sources (See CCSS 8 W8.) • Compose a draft of the body with attention to ◦ effective organization of support for a claim or claims ◦ subject-verb and pronoun antecedent agreement* (See CCSS 8 L2.e.) ◦ formation of complete sentences* (See CCSS 8 L1.f.) ◦ using verbs in the passive and active voice (See CCSS 8 L1.b.) ◦ frequently-confused words.* (See CCSS 8 L1.g.) ◦ spelling correctly (See CCSS 8 L2.c.) ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS 8 L1.c.)

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W1 Write arguments to support claims with clear reasons and relevant evidence.	**W1** Write arguments to support claims with clear reasons and relevant evidence.	**W1** Write arguments to support claims with clear reasons and relevant evidence.
W1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	**W1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	**W1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Combine ideas with the appropriate word or words that explain the connections between claims and reasons. (See CCSS 6 L5.b.) • Apply academic vocabulary to express relationships precisely. (See CCSS 6 L6.)	• Combine ideas with the appropriate word or words that promote unity among claims and the confirmation of reasons. (See CCSS 7 L1.a, L1. b, L3.a.) • Use transitions purposefully to support unity. • Apply academic vocabulary to express relationships precisely. (See CCSS 7 L6.)	• Combine ideas with the appropriate word or words that promote unity among claims, the confirmation of reasons, and acknowledgment of alternate claims. (See CCSS 8 L1.a, L3.a.) • Use transitions purposefully to respond to alternate claims and strengthen one's own claim/s. • Apply academic vocabulary to express relationships precisely. (See CCSS 8 L6.)
W1.d Establish and maintain a formal style.	**W1.d** Establish and maintain a formal style.	**W1.d** Establish and maintain a formal style.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify those elements that distinguish formal from informal style. • Maintain consistency in style and tone.* (CCSS 6 L3.b.)	• Identify and apply those elements that distinguish formal from informal style. • Maintain consistency in style and tone.* (CCSS 6 L3.b.)	• Identify and apply those elements that distinguish formal from informal style. • Maintain consistency in style and tone.* (CCSS 6 L3.b.)

WRITING

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W1 Write arguments to support claims with clear reasons and relevant evidence.	**W1** Write arguments to support claims with clear reasons and relevant evidence.	**W1** Write arguments to support claims with clear reasons and relevant evidence.
W1.e Provide a concluding statement or section that follows from the argument presented.	**W1.e** Provide a concluding statement or section that follows from and supports the argument presented.	**W1.e** Provide a concluding statement or section that follows from and supports the argument presented.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Compose a draft of a conclusion that integrates key components of the argument. (See CCSS 6 W4.) • Apply the revision and editing stages of the writing process to the writing piece. (See CCSS 6 W5.) ◦ Revise for ♦ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS 6 L3.a.) ♦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS 4 L3.a.)	• Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument. (See CCSS 7 W4.) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS 7 W5.) ◦ Revise for ♦ varying sentence patterns for meaning, reader/listener interest, and style* (See CCSS 6 L3.a.)	• Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument. (See CC.8.W.4.) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS 8 W.5.) ◦ Revise for ♦ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS 6 L3.a.)

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
◦ Edit for ◆ correction of vague pronouns* (See CCSS 6 L1.d.) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS 6 L2.a.) ◆ correction of inappropriate shifts in verb tense (See CCSS 5 L1.d.) ◆ frequently-confused words.* (See CCSS 4 L1.g.) ◆ correction of spelling (CCSS 6 L2.b.) • Prepare the final product for presentation and/or publication (See CCSS 6 W6.)	◦ Edit for ◆ correction of vague pronouns* (See CCSS 6 L1.d.) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS 6 L2.a.) ◆ correction of inappropriate shifts in verb tense (See CCSS 5 L1.d.) ◆ correction of misplaced and dangling modifiers* (See CCSS 7 L1.c.) ◆ frequently confused words* (See CCSS 4 L1.g.) ◆ correction of spelling (CCSS 7 L2.b) • Prepare the final product for presentation and/or publication (See CCSS 7 W6.)	◦ Edit for ◆ correction of vague pronouns* (See CCSS 6 L1.d.) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS 6 L2.a.) ◆ correction of inappropriate shifts in verb tense (See CCSS 5 L1.d.) ◆ correction of misplaced and dangling modifiers* (See CCSS 7 L1.c.) ◆ correction of shifts in verb voice and mood* (See CCSS 8 L1.d.) ◆ frequently confused words* (See CCSS 4 L1.g.) ◆ correction of spelling (See CCSS 8 L2.c.) • Prepare the final product for presentation and/or publication (See CCSS 8 W6.)

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W2.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.	**W2.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.	**W2.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
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Adapt planning and prewriting to address the demands of an informative text, including ◦ refining the focus of a topic ◦ gathering information on a specific topic (See MD SLM 6-8 2A1, as needed.) ◦ examining information to determine the ideas and concepts	• Adapt planning and prewriting to address the demands of an informative text, including ◦ refining the focus of a topic ◦ gathering information on a specific topic (See MD SLM 6-8 2A1, as needed.) ◦ examining information to determine the ideas and concepts	• Adapt planning and prewriting to address the demands of an informative text, including ◦ refining the focus of a topic ◦ gathering information on a specific topic (See MD SLM 6-8 2A1, as needed.) ◦ examining information to determine the ideas and concepts

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
• effectively organizing of information within an established structure (See CCSS 6 W5.) • including appropriate text features to aid understanding • Compose a draft of an introduction that presents a thesis clearly. (See CCSS 6 W4, W6.)	• effectively organizing of information within an established structure (See CCSS 6 W5.) • including appropriate text features to aid understanding • Compose a draft of an introduction that presents a thesis clearly and establishes the important concepts and ideas. (See CCSS 6 W4, W6.)	• effectively organizing of information within an established structure (See CCSS 6 W5.) • including appropriate text features to aid understanding • Compose a draft of an introduction that presents a thesis clearly and establishes the important concepts and ideas. (See CCSS 6 W4, W6.)

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W2.b Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.	**W2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**W2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Gather information about a topic from a variety of reliable ~~print~~, braille and accessible digital sources (See CCSS 6 RI7,W8.) • Determine the most appropriate information gathered from a variety of reliable sources. (See MD SLM.6-8.2A1.) • Compose a draft of the body with attention to effective organization of information. (See CCSS 6 W5.) ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS 6 L1.c.)	• Gather information about a topic and compare and contrast that information from a variety of reliable ~~print~~, braille and accessible digital sources. (See CCSS 7 RI 7,W8.) • Determine the most appropriate information gathered from a variety of reliable sources. (See MD SLM.6-8.2A1.) • Compose a draft of the body with attention to ◦ effective organization of information (See CCSS 7 W5.) ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS 6 L1.c.)	• Gather information about a topic and evaluate that information from a variety of reliable ~~print~~, braille and accessible digital sources. (See CCSS 8 RI7,W8.) • Determine the most effective information gathered from a variety of reliable sources. (See MD SLM.6-8.2A1.) • Compose a draft of the body with attention to ◦ effective organization of information (See CCSS 8 W5.) ◦ recognition of inappropriate shifts in pronoun number and person* (CCSS 6 L1.c.)

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
• subject-verb and pronoun antecedent agreement* (See CCSS 3 L1.f.) • formation of complete sentences* (See CCSS 4 L1.f.) • frequently-confused words* (See CCSS 4 L1.g.) • recognition of variations from standard English and use of strategies to improve expression in conventional language.* (See CCSS 6 L1.e.)	• subject-verb and pronoun antecedent agreement* (See CCSS 3 L1.f.) • formation of complete sentences* (See CCSS 4 L1.f.) • frequently-confused words* (See CCSS 4 L1.g.) • recognition of variations from standard English and use of strategies to improve expression in conventional language.* (See CCSS 6 L1.e.) • placement and function of phrases and clauses in sentences (See CCSS 7 L1.a.) • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (CCSS 7 L3.a)	• subject-verb and pronoun antecedent agreement* (See CCSS 3 L1.f.) • formation of complete sentences* (See CCSS 4 L1.f.) • frequently-confused words* (See CCSS 4 L1.g.) • recognition of variations from standard English and use of strategies to improve expression in conventional language.* (See CCSS 6 L1.e.) • function of gerunds, participles, and infinitives in sentences. (See CCSS 8 L1.a.) • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (CCSS 7 L3.a)

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W2.c Use appropriate transitions to clarify the relationships among ideas and concepts.	**W2.c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	**W2.c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS 6 L5.b) • Use accurately grade-appropriate general academic and domain-specific words (See CCSS 6 L6.) • Use words or phrases important to comprehension (See CCSS 6 L6.)	• Use transitions purposefully to promote unity and comprehension. • Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCSS 7 L5.b) • Use accurately grade-appropriate general academic and domain-specific words (See CCSS 7 L6.) • Use words or phrases important to comprehension (See CCSS 7 L6.)	• Use transitions purposefully to promote unity and comprehension. • Use the relationship between particular words to better understand each of the words. (CCSS 8 L 5.b) • Use accurately grade-appropriate general academic and domain-specific words (See CCSS 8 L6.) • Use words or phrases important to comprehension (See CCSS 8 L6.)

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 6)	**W2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 7)	**W2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• 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 (CCSS 6 L6) • Consult accessible reference materials to clarify and/or verify the precise meaning of a word or phrase. (See CCSS 6 L4.c, L4.d.)	• 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 (CCSS 7 L6) • Consult accessible reference materials to clarify and/or verify the precise meaning of a word or phrase. (See CCSS 7 L4.c, L4.d.)	• 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 (CCSS 8 L6) • Consult accessible reference materials to clarify and/or verify the precise meaning of a word or phrase. (See CCSS 7 L4.c, L4.d.)

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
W2.e Establish and maintain a formal style.	**W2.e** Establish and maintain a formal style	**W2.e** Establish and maintain a formal style
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Distinguish those elements that create formal from informal style. • Use specific words or phrases that support a consistent formal style. • Vary sentence patterns for meaning, reader/listener interest, and style.* (CCSS 6 L3.a) • Maintain consistency in style and tone.* (CCSS 6 L3.b)	• Distinguish those elements that create formal from informal style. • Use specific words or phrases that support a consistent formal style. • Vary sentence patterns for meaning, reader/listener interest, and style.* (CCSS 6 L3.a) • Maintain consistency in style and tone.* (See CCSS 6 L3.b)	• Distinguish those elements that create formal from informal style. • Use specific words or phrases that support a consistent formal style. • Vary sentence patterns for meaning, reader/listener interest, and style.* (CCSS 6 L3.a) • Maintain consistency in style and tone.* (See CCSS 6 L3.b)

WRITING

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W2.f Provide a concluding statement or section that follows from the information or explanation presented.	**W2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.	**W2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Compose a draft of a conclusion that integrates key components of the explanation of a topic. (See CCSS 6 W4.) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS 6 W5.) ◦ Revise for ♦ varied sentence patterns to maintain clarity and reader interest* (See CCSS 6 L1.e.)	• Compose a draft of a conclusion that ◦ integrates key components of the explanation and ◦ provides reinforcement for the explanation of a topic. (See CCSS 7 W4.) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS 7 W5.) ◦ Revise for ♦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS 7 L3.a.)	• Compose a draft of a conclusion that integrates ◦ key components of the explanation and ◦ provides reinforcement for the explanation of a topic. (See CCSS 8 W4.) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS 8 W5.) ◦ Revise for ♦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS 7 L3.a.)

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
◦ Edit for ♦ correction of vague pronouns* (See CCSS 6 L1.d.) ♦ punctuation of nonrestrictive/parenthetical elements* (See CCSS 6 L2.a.) ♦ formation of complete sentences* (See CCSS 4 L1.f.) ♦ correct spelling (See CCSS 6 L2.b.) • Prepare the final product for presentation and/or publication (See CCSS 6 W6.)	◦ Edit for ♦ correction of vague pronouns* (See CCSS 6 L1.d.) ♦ punctuation of nonrestrictive/parenthetical elements* (See CCSS 6 L2.a.) ♦ correction of misplaced and dangling modifiers* (See CCSS 7 L1.c.) ♦ correct spelling (See CCSS 7 L2.b.) • Prepare the final product for presentation and/or publication (See CCSS 7 W6.)	◦ Edit for ♦ correction of vague pronouns* (See CCSS 6 L1.d.) ♦ punctuation of nonrestrictive/parenthetical elements* (See CCSS 6 L2.a.) ♦ correction of misplaced and dangling modifiers* (See CCSS 7 L1.c.) ♦ correct spelling (See CCSS 8 L2.c.) ♦ punctuation to show a pause or omission (See CCSS 8 L2.a, L2. b.) • Prepare the final product for presentation and/or publication (See CCSS 8 W6.)

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3.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.	**W3.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.	**W3.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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Adapt the prewriting stage of the writing process to a narrative piece, e.g., ◦ focus on an experience or event, ◦ begin development of a character or characters and ◦ conflict, and outline a plot. (See CCSS 6 W5.) • Compose a draft of an introduction that ◦ reveals the character or characters and the conflict ◦ establishes the beginning of a plausible plot development. (See CCSS 6 W4, W6.) • Establish the role of the narrator. (See CCSS 6 RL6.)	• Adapt the prewriting stage of the writing process to a narrative piece, e.g., ◦ focus on an experience or event, ◦ begin development of a character or characters and conflict, and ◦ outline a plot. (See CCSS 7 W5.) • Compose a draft of an introduction that ◦ reveals the character or characters and the conflict and ◦ establishes the beginning of a plausible plot development. (See CCSS 7 W4, W6.) • Establish the role of the narrator contrasting it to the roles of other characters (See CCSS 7 RL6.)	• Adapt the prewriting stage of the writing process to a narrative piece, e.g., ◦ focus on an experience or event, ◦ begin development of a character or characters and conflict, and ◦ outline a plot. (See CCSS 8 W5.) • Compose a draft of an introduction that ◦ considers the role of the character or characters, ◦ reveals the conflict, and ◦ establishes the beginning of a plausible plot development. (See CCSS 8 W4, W6.) • Establish the role of the narrator and its effects contrasting it to the roles and the effects of those roles on other characters (See CCSS 8 RL6.)

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3.b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	**W3.b** Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	**W3.b** Use narrative techniques, such as dialogue, pacing, and description, and reflection to develop experiences, events, and/or characters.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Compose a draft of the body of a narrative with a plausible set of characters and events (See CCSS 6 W4, W6.) • Apply knowledge of plot development and its effect upon shifts in characterization. (See CCSS 6 RL 3.) • Compose with attention to ◦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ◦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS 3 L3.a.) ◦ formation of complete sentences* (See CCSS 4 L1.f.)	• Compose a draft of the body of a narrative with a plausible set of characters and events (See CCSS 7 W4, W6.) • Apply knowledge of characterization and plot development and their effect upon each other. (See CCSS 7 RL3.) • Compose with attention to ◦ subject-verb and pronoun-antecedent agreement* (See CCSS 3 L1.f.) ◦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS 3 L3.a) ◦ formation of complete sentences* (See CCSS 4 L1.f.)	• Compose a draft of the body of a narrative that considers the role of a plausible set of characters and events. (See CCSS 8 W4, W6.) • Apply knowledge of elements of characterization and plot development and their effect upon pacing and full development of characters. (See CCSS 8 RL3.) • Compose with attention to ◦ subject-verb and pronoun antecedent agreement* (See CCSS 3 L1.f.) ◦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS 3 L3.a.) ◦ formation of complete sentences* (See CCSS 4 L1.f.)

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
• varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS 6 L3.a.) • maintaining consistency in style and tone.* (See CCSS 6 L3.b.) • recognition of inappropriate shifts in pronoun number and person* (See CCSS 6 L1.c.) • using intensive pronouns correctly (See CCSS 6 L1.b.)	• varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS 7 L3.a.) • maintaining consistency in style and tone.* (See CCSS 6 L3.b.) • recognition of inappropriate shifts in pronoun number and person* (CCSS 6 L1.c) • choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (See CCSS 7 L3.a.)	• varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS 6 L3.a.) • maintaining consistency in style and tone.* (See CCSS 6 L3.b.) • choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (CCSS 7 L3.a.) • using verbs in active and passive voice and conditional and subjunctive mood for effect. (See CCSS 8 L3.a.)

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another.	**W3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another.	**W3.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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use transition words purposefully to promote comprehension. • Analyze the impact of a specific word choice on meaning. (See CCSS 6 RL4.) • Use accurately grade-appropriate general academic words (See CCSS 6 L6.) • Use words or phrases important to comprehension (See CCSS 6 L6.)	• Use transition words purposefully to promote comprehension. • Choose language that expresses ideas precisely and concisely.* (See CCSS 7 L3.a.) • Use accurately grade-appropriate general academic words (See CCSS 7 L6.) • Use words or phrases important to comprehension (See CCSS 7 L6.)	• Use transition words purposefully to promote unity within the narrative and promote comprehension. • Analyze the impact of a specific word choice on meaning. (See CCSS 8 RL4.) • Use accurately grade-appropriate general academic words (See CCSS 8 L6.) • Use words or phrases important to comprehension (CCSS 8 L6.) • Choose language that expresses ideas precisely and concisely.* (See CCSS 7 L3.a.)

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
W3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**W3.d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**W3.d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the actions and convey experiences and events.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• 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 (CCSS 6 L6) • Consult print or digital reference materials to clarify the precise meaning of a word (See CCSS 6 L4.c.) • Verify the meaning of a word or phrase by checking a dictionary (See CCSS 6 L4.d.) • Use figures of speech (See CCSS 6 L5.a.)	• 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 (CCSS 7 L6) • Consult print or digital reference materials to clarify the precise meaning of a word (See CCSS 7 L4.c.) • Verify the meaning of a word or phrase by checking a dictionary (See CCSS 7 L4.d.) • Use figures of speech (See CCSS 7 L5.a.)	• 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 (CCSS 8 L6) • Consult print or digital reference materials to clarify the precise meaning of a word (See CCSS 8 L4.c.) • Verify the meaning of a word or phrase by checking a dictionary (See CCSS 8 L4.d.) • Use figures of speech (See CCSS 8 L5.a.)

WRITING

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3.e Provide a conclusion that follows from the narrated experience or events.	**W3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.	**W3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Compose a draft of a conclusion that draws together and clarifies events in the narrative. • Apply the revision and editing stages of the writing process to the narrative. (See CCSS 6 W5.) ◦ Revise for ♦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS 4 L3.a.) ♦ varying sentence patterns for meaning, reader/listener interest, and style* (See CCSS 6 L3.a.)	• Compose a draft of a conclusion that considers the events in the narrative, draws the events together, and clarifies them. • Apply the revision and editing stages of the writing process to the narrative (See CCSS 7 W5.) ◦ Revise for ♦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS 4 L3.a.) ♦ varying sentence patterns for meaning, reader/listener interest, and style* (See CCSS 6 L3.a.)	• Compose a draft of a conclusion that considers the events in the narrative, draws the events together, and clarifies them. • Apply the revision and editing stages of the writing process to the narrative (See CCSS 8 W5.) ◦ Revise for ♦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS 4 L3.a.) ♦ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS 6 L3.a.)

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
◦ Edit for ♦ frequently-confused words* (See CCSS 4 L1.g.) ♦ punctuation used for effect* (See CCSS 4 L3.b.) ♦ punctuation to separate items in a series (See CCSS 5 L2.a.) ♦ correction of vague pronouns* (See CCSS 6 L1.d.) ♦ punctuation of nonrestrictive/parenthetical elements* (See CCSS 6 L2.a.) • Prepare the final product for presentation and/or publication (See CCSS 6 W6.)	◦ Edit for ♦ frequently-confused words* (See CCSS 4 L1.g.) ♦ punctuation used for effect* (See CCSS 4 L3.b.) ♦ correction of vague pronouns* (See CCSS 6 L1.d.) ♦ correction of misplaced and dangling modifiers* (See CCSS 7 L1.c.) ♦ punctuation of nonrestrictive/parenthetical elements* (See CCSS 6 L2.a.) • Prepare the final product for presentation and/or publication (See CCSS 7 W6.) •	◦ Edit for ♦ frequently-confused words* (See CCSS 4 L1.g.) ♦ formation of verbs in indicative, imperative, interrogative, conditional, and subjunctive moods (See CCSS 8 L1.c.) ♦ punctuation of nonrestrictive/parenthetical elements* (See CCSS 6 L2.a.) ♦ punctuation used for effect* (See CCSS 4 L3.b.) ♦ correction of shifts in verb voice and mood* (See CCSS 8 L1.d.) • Prepare the final product for presentation and/or publication (See CCSS 8 W6.)

Cluster: Production and Distribution of Writing		
W4 CCR Anchor Standard Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W4 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.)	**W4** 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.)	**W4** 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.)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
See W1, W2, W3, and W7 of CCSC Framework for specific application.	See W1, W2, W3, and W7 of CCSC Framework for specific application.	See W1, W2, W3, and W7 of CCSC Framework for specific application.

WRITING

Cluster: Production and Distribution of Writing		
W5 CCR Anchor Standard Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W5 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.)	**W5** 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.)	**W5** 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.)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
See W1, W2, W3, and W7 of CCSC Framework for specific application. See CCSS 6 S/L1, S/L4, and S/L5.	See W1, W2, W3, and W7 of CCSC Framework for specific application. See CCSS 7 S/L1, S/L4, and S/L5.	See W1, W2, W3, and W7 of CCSC Framework for specific application. See CCSS 8 S/L1, S/L4, and S/L5.

WRITING

Cluster: Production and Distribution of Writing		
W6 CCR Anchor Standard Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W6 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.	**W6** 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.	**W6** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• See W1, W2, W3, and W7 of CCSS Framework for specific application. • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS 6 S/L5) • Apply computer literacy and keyboarding skills at the Intermediate level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." • Use keyboard and keyboard shortcuts ~~mouse~~ effectively and efficiently. (MD TL 6 1A1) • Use technology responsibly. (See MD TL 6 2A1, 2B1, 2B2, 2B3.)	• See W1, W2, W3, and W7 of CCSS Framework for specific application. • Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS 7 S/L5) • Apply computer literacy and keyboarding skills at the Intermediate level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." • Use network resources effectively and efficiently. (See MD TL 7 1A1.a.) • Use technology responsibly. (See MD TL 7 2A1, 2B1, 2B2, 2B3.)	• See W1, W2, W3, and W7 of CCSS Framework for specific application. • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS 8 S/L5) • Apply computer literacy and keyboarding skills at the Intermediate level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." • Use network resources effectively and efficiently. (See MD TL 8 1A1.a.) • Use technology responsibly. (See MD TL 8 2A1, 2B1, 2B2, 2B3.)

WRITING

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Use accessible technology to enhance learning and collaboration. (See MD TL 6 3A1, 3B1, 3C1.) • Use accessible technology for communication. (See MDTL 6 4A1, 4B1.) • Use accessible technology to locate, evaluate, and organize information. (See MD TL 6 5A1, 5B1.) • Use accessible technology to solve problems by strategizing, analyzing and communicating data, and examining solutions (See MD TL 6 6A1, 6A2, 6A3, 6A4, 6A5, 6B.)	• Use accessible technology to enhance learning and collaboration. (See MD TL 7 3A1, 3B1, 3C1.) • Use accessible technology for communication. (See MD TL 7 4A1, 4B1.) • Use accessible technology to locate, evaluate, and organize information. (See MD TL 7 5A1, 5B1.) • Use accessible technology to solve problems by strategizing, analyzing and communicating data, and examining solutions (See MD TL 7 6A1, 6A2, 6A3, 6A4, 6A5, 6B.)	• Use accessible technology to enhance learning and collaboration. (See MD TL 8 3A1, 3B1, 3C1.) • Use accessible technology for communication. (See MD TL 8 4A1, 4B1.) • Use accessible technology to locate, evaluate, and organize information. (See MD TL 8 5A1, 5B1.) • Use accessible technology to solve problems by strategizing, analyzing and communicating data, and examining solutions (See MD TL 8 6A1, 6A2, 6A3, 6A4, 6A5, 6B.)

WRITING

Cluster: Research to Build and Present Knowledge		
W7 CCR Anchor Standard Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**W7** Conduct short research projects to answer a question, drawing on several sources, and generating additional related, focused questions for further research and investigation.	**W7** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Follow an inquiry process. (See MD SLM. 6-8. 1A1.) • Define a problem, formulate questions, and refine a problem and/or question. (See MD SLM. 6-8. 1B1, 1B2, 1B3.) • Locate and evaluate resources. (See MD SLM. 6-8. 2A1, 2B1, 2B2.) • Find data and/or information within a variety of print or digital sources (See MD SLM. 6-8. 3A1, 3A2, 3B1, 3C1, 3C2, 3C3.) • Use a variety of formats to prepare the findings/conclusions for sharing. (See MD SLM. 6-8. 5A1, 5A2, 5B1.c.) • Share findings and/or conclusions through a variety of print and multimedia venues. (See MD SLM.6-8. 5A1.a, 5A1b, 5A1c, 5A1d, 5A1e.)	• Follow an inquiry process. (See MD SLM. 6-8. 1A1.) • Define a problem, formulate questions, and refine a problem and/or question. (See MD SLM. 6-8. 1B1, 1B2, 1B3.) • Locate and evaluate resources. (See MD SLM. 6-8. 2A1, 2B1, 2B2.) • Find data and/or information within a variety of print or digital sources. (See MD SLM. 6-8. 3A1, 3A2, 3B1, 3C1, 3C2, 3C3.) • Use a variety of formats to prepare the findings/conclusions for sharing. (See MD SLM. 6-8. 5A1, 5A2, 5B1.c.) • Share findings and/or conclusions through a variety of print and multimedia venues. (See MD SLM.6-8. 5A1.a, 5A1b, 5A1c, 5A1d, 5A1e.)	• Follow an inquiry process. (See MD SLM. 6-8. 1A1.) • Define a problem, formulate questions, and refine a problem and/or question. (See MD SLM. 6-8. 1B1, 1B2, 1B3.) • Locate and evaluate resources. (See MD SLM. 6-8. 2A1, 2B1, 2B2.) • Find data and/or information within a variety of print or digital sources. (See MD SLM. 6-8. 3A1, 3A2, 3B1, 3C1, 3C2, 3C3.) • Use a variety of formats to prepare the findings/conclusions for sharing. (See MD SLM. 6-8. 5A1, 5A2, 5B1.c.) • Share findings and/or conclusions through a variety of print and multimedia venues. (See MD SLM.6-8. 5A1.a, 5A1b, 5A1c, 5A1d, 5A1e.)

WRITING

Cluster: Research to Build and Present Knowledge		
W8 CCR Anchor Standard Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W8 Gather relevant information from multiple braille ~~print~~ and accessible 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.	**W8** Gather relevant information from multiple braille ~~print~~ and accessible digital sources; using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**W8** Gather relevant information from multiple braille ~~print~~ and accessible digital sources; using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Locate and evaluate resources. (See MD SLM.6-8. 2A1.a, 2A1.b, 2b1.c, 2B2.a, 3A1.a, 3A1.b, 3A2.b.) • Develop search terms vocabulary and searching strategies. • Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. (See MD SLM.6-8. 3C1.a, 3C1.b, 3C1. c, 3C1.d, 3C1.e, 3C1.f.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (See MD SLM. 6-8. 4A1. a, 4A1. b, 4A1.c, 4A1.d, 4A1.e.) • Use appropriate bibliographic information. (See MD SLM. 6-8. 3C2.a, 3C2. b, 3C2.c.)	• Locate and evaluate resources. (See MD SLM.6-8. 2A1.a, 2A1.b, 2b1.c, 2B2.a, 3A1.a, 3A1.b, 3A2.b.) • Develop search terms vocabulary and searching strategies. • Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. (See MD SLM.6-8. 3C1.a, 3C1.b, 3C1. c, 3C1.d, 3C1.e, 3C1.f.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (See MD SLM. 6-8. 4A1. a, 4A1. b, 4A1.c, 4A1.d, 4A1.e.) • Use appropriate bibliographic information. (See MD SLM. 6-8. 3C2.a, 3C2. b, 3C2.c.)	• Locate and evaluate resources. (See MD SLM.6-8. 2A1.a, 2A1.b, 2b1.c, 2B2.a, 3A1.a, 3A1.b, 3A2.b.) • Develop search terms vocabulary and searching strategies. Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. (See MD SLM.6-8. 3C1.a, 3C1.b, 3C1. c, 3C1.d, 3C1.e, 3C1.f.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (See MD SLM. 6-8. 4A1. a, 4A1. b, 4A1.c, 4A1.d, 4A1.e.) • Use appropriate bibliographic information. (See MD SLM. 6-8. 3C2.a, 3C2. b, 3C2.c.)

WRITING

Cluster: Research to Build and Present Knowledge		
W9 CCR Anchor Standard Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **W9a** Apply *grade 6 Reading standards* to literature e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). **W9b** Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	**W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W9a** Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). **W9b** Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	**W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W9a** Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). **W9b** Analyze *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Write in response to grade-level braille, ~~print,~~ nonprint, and accessible digital literary or informational text(s).	• Write in response to grade-level braille, ~~print,~~ nonprint, and accessible digital literary or informational text(s).	• Write in response to grade-level braille, ~~print,~~ nonprint, and accessible digital literary or informational text(s).

WRITING

Cluster: Range of Writing		
W10 CCR Anchor Standard Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
W10 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.	**W10** 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.	**W10** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Adjust the writing process as necessary for different grade-appropriate writing tasks, purposes, and audiences. • Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.	• Adjust the writing process as necessary for different grade-appropriate writing tasks, purposes, and audiences. • Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.	• Adjust the writing process as necessary for different grade-appropriate writing tasks, purposes, and audiences. • Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.

WRITING

Cluster: Text Types and Purposes	
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Grade 9-10 students:	**Grade 11-12 students:**
W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.1a 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. (SC, 9-10)	**W.1a** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**

• Conduct a self-analysis of strengths and weaknesses a a writer of argument and adjust the writing process accordingly. (See CCSS 9-10 W.5)
• Narrow and refine the focus of a grade-appropriate complex topic.
  ○ Analyze the topic to target information gathering.
  ○ Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position. (See CCSS 9-10 W.4, W.5; See also MD SLM 1.B.3)
• Choose, apply, and maintain an organizational structure appropriate to the writing purpose. (See CCSS 9-10 W.4, SL.1a, SL.4)
  ○ Gather reliable and valid information from print, non-print, and digital sources. (See CCSS 9-10 W.6, W.7, W. 8, W.9b, RI.5, RI.7, RI.8; See also MD SLM 2.0, 3.0, 4.0)
  ○ Evaluate information to determine sufficiency and relevancy.
  ○ Establish clear relationships among claim(s), counterclaims, reasons, and evidence.
  ○ Logically sequence claims, counterclaims, reasons, and evidence.
	• Conduct a self-analysis of strengths and weaknesses as writers of argument and adjust the writing process accordingly. (See CCSS 11-12 W.5)
	• Narrow and refine the focus of a grade-appropriate complex topic.
	  ○ Analyze the topic to target information gathering.
	  ○ Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position. (See CCSS 11-12 W.4, W.5; See also MD SLM 1.B.3)
	• Choose, apply and maintain an organizational structure appropriate to the writing purpose. (See CCSS 11-12 W.4, SL.1a, SL.4)
	  ○ Gather reliable and valid information from print and digital sources. (See CCSS 11-12 W.6, W.7, W. 8, W.9b, RI.5, RI.7, RI.8; See also MD SLM 2.0, 3.0, 4.0)
	  ○ Evaluate information to determine sufficiency and relevancy.
	  ○ Analyze the significance of opposing claims while determining which claims best support the argument. (See CCSS 11-12W. 7, W.9b, RI.5, RI.7, RI.8; See also MD SLM 4.0)
	  ○ Logically sequence and distinguish claims, counterclaims, reasons, and evidence.

WRITING

Grade 9-10 students:	Grade 11-12 students:
W.1b 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. (SC, 9-10)	**W.1b** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Attend to audience knowledge, interest, and concern. • Use rhetorical appeals effectively. • Refute opposing positions and opinions fairly. • See CCSS 9-10 W.4, W.5, SL.4; See also MD SLM 4.0	• Attend to audience knowledge, interest and concern. • Use rhetorical appeals effectively. • Refute opposing positions and opinions fairly. • See CCSS 11-12 W.4, W.5, SL.4; See also MD SLM 4.0

WRITING

Cluster: Text Types and Purposes	
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Grade 9-10 students:	**Grade 11-12 students:**
W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.1c 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. (SC, 9-10)	**W.1c** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Manipulate language and integrate ideas effectively. (See CCSS 9-10 L.3) • Use a wide range of academic and domain-specific vocabulary. (CCSS 9-10 L.6) • Use words, phrases, and clauses appropriately to link the major sections of the text. (See CCSS 9-10 L.1b and L.7.1c*) • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS 9-10 L.1, L.3) • Use parallel structure (CCSS 9-10 L.1a) • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS 9-10 L2a) • Use a colon to introduce a list or quotation (CCSS 9-10 L.2b) • Use a consistent style, tone, voice, and mood (See CCSS L.6.3b* and L.8.1d*) • See CCSS 9-10 W.5	• Manipulate language appropriately and integrate ideas effectively. (See CCSS 11-12 L.3) • Use a wide range of academic and domain-specific vocabulary. (CCSS 11-12 L.6) • Use words, phrases, and clauses appropriately and effectively to link the major sections of the text. (See CCSS 11-12 L.1 also reference L.7.1c* and L.9-10.1b*) • Vary syntax as needed to create cohesion and clarity. (See CCSS 11-12 L.3a) • Demonstrate understanding and application of appropriate and complex usage. (CCSS 11-12 L.1.a, L.1b, L.3) • Use parallel structure (See CCSS L.9-10.1a*) • Use a consistent style, tone, voice, and mood (See CCSS L.6.3b*, L.8.1d*) • See CCSS 9-10 W.5

WRITING

Cluster: Text Types and Purposes	
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Grade 9-10 students:	**Grade 11-12 students:**
W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (SC, 9-10)	**W.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Integrate quotations and citations into a written text. (See CCSS 9-10 L.3 and W.8; See also MD SLM 5.0) • Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS 9-10 W.4, W.5, L.3; also reference L.3.3a*, L.7.3a*) • Use and consult braille, ~~print,~~ and accessible digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS 9-10 L.4c) • Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. (See CCSS 9-10 L.3 and W.8; See also MD SLM 3.c.2, SLM 5.0) • Use a standard format for citations (See CCSS 9-10 L3a and W.8; See also MD SLM 3.c.2, SLM 5.0)	• Integrate quotations and citations into a written text. (See CCSS 11-12 L.3 and W.8; See also MD SLM 5.0) • Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS 11-12 W.4, W.5, L.3; also reference L.3.3a*, L.7.3a*) • Use and consult braille, ~~print,~~ and accessible digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. . (See CCSS 11-12 L.4c) • Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text. (See CCSS 11-12 L3 and W.8; See also MD SLM 3.c.2, SLM 5.0) • Use a standard format for citations (See CCSS 11-12 L3a and W.8; See also MD SLM 3.c.2, SLM 5.0) • Observe hyphenation conventions. (CCSS 11-12 L.2a)

WRITING

Grade 9-10 students:	Grade 11-12 students:
• Apply the editing phase of the writing process independently (See CCSS 9-10 L.3a and W.5). Edit for: ○ Spelling, capitalization, and punctuation (See CCSS 9-10 L.2, L.4.3b*) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*) ○ Appropriate pronoun usage (See L.6.1c*, L.6.1d*) ○ Complete sentences (See CCSS L.4.1f*) • Shifts in verb tense (See CCSS L.5.1d*)	• Apply the editing phase of the writing process independently (See CCSS 11-12 L.3a and W.5). Edit for: ○ Spelling, capitalization, and punctuation (See CCSS 11-12 L.2, L.4.3b*) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*) ○ Appropriate pronoun usage (See L.6.1c*, L.6.1d*) ○ Complete sentences (See CCSS L.4.1f*) • Shifts in verb tense (See CCSS L.5.1d*)
W.1e Provide a concluding statement or section that follows from and supports the argument presented. (SC, 9-10)	**W.1e** Provide a concluding statement or section that follows from and supports the argument presented. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Write relevant, concise, and effective conclusions (See CCSS 9-10 W.4, W.5) • Apply the publishing phase of the writing process independently, using a variety of braille, ~~print,~~ non-print, and accessible digital formats. (See CCSS 9-10 L.3.a , W.5, W.6, SL.4, SL.5, SL.6) See also MD SLM 5.0	• Write relevant, concise, and effective conclusions (See CCSS 11-12 W.4, W.5) • Apply the publishing phase of the writing process independently, using a variety of braille, ~~print,~~ non-print, and accessible digital formats. (See CCSS 11-12 L.3.a, W.5, W.6, SL.4, SL.5, SL.6) See also MD SLM 5.0

WRITING

Cluster: Text Types and Purposes	
W.2 CCR Anchor Standard 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.	
Grade 9-10 students:	**Grade 11-12 students:**
W.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.	**W.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.
W.2a 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. (SC, 9-10)	**W.2a** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**

• Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly. (See CCSS 9-10 W.5)
• Narrow and refine the focus of a grade-appropriate complex topic.
  ○ Analyze the topic to target information gathering.
  ○ Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. (See CCSS 9-10 W.4, W.5)
	• Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly. (See CCSS 11-12 W.5)
	• Narrow and refine the focus of a grade-appropriate complex topic.
	  ○ Analyze the topic to target information gathering.
	  ○ Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. (See CCSS 9-10 W.4, W.5)

WRITING

Grade 9-10 students:	Grade 11-12 students:

• Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information (See CCSS 9-10 W.4, SL.1a, SL.4)
  ○ Determine and gather reliable and valid facts, details, examples, and quotations from braille, ~~print,~~ non-print, and accessible digital sources. (See CCSS 9-10 W.6, W.7, W. 8, W.9b, RI.5, RI.8)
  ○ Evaluate information to determine sufficiency and relevancy.
  ○ Use appropriate and effective formatting of headings, graphics, and multimedia. (See CCSS 9-10 L.3)
• See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0, SLM 5.0
	• Attend to audience's need by establishing and maintaining an organizational structure where information and ideas build and flow logically. (See CCSS 11-12 W.4, W.5)
	  ○ Determine and gather reliable and valid facts, details, examples, and quotations from braille, ~~print,~~ non-print, and accessible digital sources. (See CCSS 11-12 W.6, W.7, W. 8, W.9b, RI.5, Ri.8)
	  ○ Evaluate information to determine sufficiency and relevancy.
	  ○ Use appropriate and effective formatting of headings, graphics, and multimedia. (See CCSS 11-12 L.3)
	• See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0, SLM 5.0

WRITING

Cluster: Text Types and Purposes	
W.2 CCR Anchor Standard 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.	
Grade 9-10 students:	**Grade 11-12 students:**
W.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.	**W.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.
W.2b 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. (SC, 9-10)	**W.2b** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Attend to audience knowledge, interest, and concern. • Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. (See CCSS 9-10 W.4, W.5) • Integrate paraphrases and summarizations of source material appropriately into written text. (See CCSS 9-10 L.3 and W.8) • Integrate quotations and citations appropriately into written text. (See CCSS 9-10 L.3 and W.8) • See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0	• Attend to audience knowledge, interest, and concern. • Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. (See CCSS 11-12 W.4, W.5) • Integrate paraphrases and summarizations of source material appropriately and effectively into written text. (See CCSS 11-12 L3 and W.8) • Integrate quotations and citations appropriately and effectively into a written text. (See CCSS 11-12 L3 and W.8) • See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0

WRITING

Grade 9-10 students:	Grade 11-12 students:
W.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (SC, 9-10)	**W.2c** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Manipulate language, use transitions, and integrate ideas effectively. (See CCSS 9-10 L.3) • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS 9-10 L.1, L.3) • Use words, phrases, and clauses appropriately to link the major sections of the text. (See CCSS 9-10 L.1b and L.7.1c*) • Use parallel structure (CCSS 9-10 L.1a) • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS 9-10 L2a) • Use a colon to introduce a list or quotation (CCSS 9-10 L.2b) • Use a consistent style, tone, voice, and mood. (See CCSS L.6.3b*, L.8.1d*)	• Manipulate language, use transitions, and integrate ideas effectively. (See CCSS 11-12 L.3) • Vary syntax as needed to create cohesion and clarity. (See CCSS 11-12 L.3a) • Demonstrate understanding and application of appropriate and complex usage. (CCSS 11-12 L.1.a, L.1b, L.3) • Observe hyphenation conventions. (CCSS 11-12 L.2a) • Use and punctuate phrases and clauses appropriately and effectively to link major sections of the text. (See CCSS 11-12 L.1; also reference L.7.1c* and L.9-10.1b*) • Use parallel structure (See CCSS L.9-10.1a*) • Use a consistent style, tone, voice, and mood. (See CCSS L.6.3b*, L.8.1d*)

WRITING

Cluster: Text Types and Purposes	
W.2 CCR Anchor Standard 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.	
Grade 9-10 students:	**Grade 11-12 students:**
W.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.	**W.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.

W.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic. (SC, 9-10)	**W.2d** Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Use a wide range of academic and domain-specific vocabulary. (See CCSS 9-10 L.6) • Demonstrate an understanding of word relationships, meaning, and function in different contexts. (See CCSS 9-10 L.3, L.5) • Demonstrate an appropriate use of figurative language and understanding of nuances of meanings of words (See CCSS 11-12 L.3, L.5) • Use and consult braille ~~print,~~ and accessible print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS 9-10 L.4c)	• Use a wide range of academic and domain-specific vocabulary. (See CCSS 11-12 L.6) • Demonstrate a sophisticated use of figurative language and understanding of nuances of meanings of words (See CCSS 11-12 L.3, L.5) • Use and consult braille and accessible int and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS 11-12 L.4c)

WRITING

Grade 9-10 students:	Grade 11-12 students:
W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (SC, 9-10)	**W.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**

• Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS 9-10 W.4, W.5, L.3; also reference L.3.3a*, L.7.3a*)
• Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. (See CCSS 9-10 L.3 and W.8; See also MD SLM 3.c.2, SLM 5.0)
• Use a standard format appropriately for citations. (See CCSS 9-10 L3a and W.8)
• Apply the editing phase of the writing process independently (See CCSS 9-10 L.3a and W.5). Edit for:
  ○ Spelling, capitalization, and punctuation (See CCSS 9-10 L.2; see also CCSS L.4.3b*)
  ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*)
  ○ Appropriate pronoun usage (See L.6.1c, L.6.1d*)
  ○ Complete sentences (See CCSS L.4.1f*)
  ○ Shifts in verb tense (See CCSS L.5.1d*)
	• Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS 11-12 W.4, W.5, L.3; also reference, L.3.3a*, L.7.3a*)
	• Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text. (See CCSS 11-12 L3 and W.8; See also MD SLM 3.c.2, SLM 5.0)
	• Use a standard format appropriately for citations. (See CCSS 11-12 L3a and W.8)
	• Apply the editing phase of the writing process independently (See CCSS 11-12 L.3a and W.5) Edit for:
	  ○ Spelling, capitalization, and punctuation (See CCSS 11-12 L.2; see also CCSS L.4.3b*)
	  ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*)
	  ○ Appropriate pronoun usage (See L.6.1c, L.6.1d*)
	  ○ Complete sentences (See CCSS L.4.1f*)
	  ○ Shifts in verb tense (See CCSS L.5.1d*)

WRITING

Cluster: Text Types and Purposes	
W.2 CCR Anchor Standard 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.	
Grade 9-10 students:	**Grade 11-12 students:**
W.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.	**W.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.
W.2f 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). (SC, 9-10)	**W.2f** 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). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Write relevant, concise, and effective conclusions. (See CCSS 9-10 W.4, W.5) • Apply the publishing phase of the writing process independently, using a variety of braille, ~~print,~~ non-print, and accessible digital formats. (See CCSS 9-10 L.3.a , W.5, W.6, SL.4, SL.5, SL.6) • See also MD SLM 5.0	• Write relevant, concise, and effective conclusions (See CCSS 11-12 W.4, W.5) • Apply the publishing phase of the writing process independently, using a variety of braille, ~~print,~~ non-print, and accessible digital formats. (See CCSS 11-12 L.3.a, W.5, W.6, SL.4, SL.5, SL.6) • See also MD SLM 5.0

WRITING

Cluster: Text Types and Purposes	
W3CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Grade 9-10 students:	**Grade 11-12 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.3a 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.	**W.3a** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Essential Skills and Knowledge	**Essential Skills and Knowledge**

• Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly. (See CCSS 9-10 W.5)
• Narrow and refine the focus of a grade-appropriate complex topic.
  ○ Analyze the topic to target information gathering.
  ○ Choose, apply, and maintain an organizational structure that effectively develops the ideas and supports the writing purpose. (See CCSS 9-10 W.4)
• Develop an engaging introduction that presents the problem/situation, point of view(s) and narrator/characters. (See CCSS 9-10 W.4, W.5)
• Choose transitions and details appropriately to create a smooth progression of experiences or events. (See CCSS 9-10 W.4, W.5)
	• Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly. (See CCSS 11-12 W.5)
	• Narrow and refine the focus of a grade-appropriate complex topic.
	  ○ Analyze the topic to target information gathering.
	  ○ Choose, apply, and maintain an organizational structure appropriate to the writing purpose. (See CCSS 11-12 W.4)
	• Develop an engaging introduction that uses effective narrative techniques. (See CCSS 11-12 W.4, W.5)
	• Select well-chosen, appropriate, and effective details to create a smooth progression of experiences or events. (See CCSS 11-12 W.4, W.5)

WRITING

Grade 9-10 students:	Grade 11-12 students:
W.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	**W.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. (See CCSS 9-10 W.4, W.5) • Apply the methods of characterization to effectively support the purpose of the narrative. (See CCSS 9-10 W.4, W.5) • Develop and sustain an authentic voice that maintains the character or narrator. (See CCSS 9-10 W.4, W.5) • Use and punctuate dialogue and dialect appropriately. (See CCSS 9-10 L.3)	• Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. (See CCSS 11-12 W.4, W.5) • Apply the methods of characterization to effectively support the purpose of the narrative. (See CCSS 11-12 W.4, W.5) • Develop and sustain an authentic voice that maintains the character or narrator. (See CCSS 9-10 W.4, W.5) • Use and punctuate dialogue and dialect appropriately. (See CCSS 11-12 L.3)

WRITING

Cluster: Text Types and Purposes	
W3CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Grade 9-10 students:	**Grade 11-12 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	**W.3c** 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).
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Sequence, build, and integrate events effectively and appropriately to meet the needs of the audience. (See CCSS 9-10 w.4, L.3) • Use words, phrases, and clauses appropriately to transition and link plot shifts and changes. (See CCSS 9-10 L.1b) • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS 9-10 L.1, L.3) • Use parallel structure (CCSS 9-10 L.1a) • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS 9-10 L2a) • Use an appropriate style, tone, voice, and/or mood to address a specific audience. (See CCSS L.6.3b*, L.8.1d*)	• Sequence, build, and integrate events that effectively support and advance the plot of the narrative. (See CCSS 11-12 w.4, L.3) • Use words, phrases, and clauses appropriately to build a particular tone and/or mood. (See CCSS 11-12 L.1) • Use words, phrases, and clauses effectively to transition and link plot shifts and changes and to build toward a conclusion, resolution, or outcome. (See CCSS 11-12 L.1; also reference L.7.1c and L.9-10.1b*) • Vary syntax as needed to create cohesion and clarity. (See CCSS 11-12 L.3a) • Demonstrate understanding and application of appropriate and complex usage. (CCSS 11-12 L.1.a, L.1b, L.3) • Use parallel structure (See CCSS 9-10 L.1a*) • Use an appropriate style, tone, voice, and/or mood to address a specific audience. (See CCSS L.6.3b*, L.8.1d*)

WRITING

Cluster: Text Types and Purposes	
W3CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Grade 9-10 students:	**Grade 11-12 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**W.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Manipulate language, including verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. (See CCSS 9-10 W.4, W.5, L.3; also reference L.3.3a*, L.7.3a*) • Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images. (See CCSS 9-10 L.5) • Apply the editing phase of the writing process independently (See CCSS 9-10 L.3a and W.5)	• Manipulate language, including verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. (See CCSS 11-12 W.4, W.5, L.3; also reference L.3.3a*, L.7.3a*) • Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images. (See CCSS 11-12 L.5) • Observe hyphenation conventions. (CCSS 11-12 L.2a) • Apply the editing phase of the writing process independently (See CCSS 11-12 L.3a and W.5).

WRITING

Grade 9-10 students:	Grade 11-12 students:
• Edit for: ○ Spelling, capitalization, and punctuation (See CCSS 9-10 L.2; see also CCSS L.4.3b*) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*) ○ Appropriate pronoun usage (See L.6.1c*, L.6.1d*) ○ Complete sentences (See CCSS L.4.1f*) ○ Shifts in verb tense (See CCSS L.5.1d*) • Use a wide range of academic and domain-specific vocabulary. (CCSS 9-10 L.6) • Use and consult braille ~~print,~~ and accessible digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS 9-10 L.4c)	• Edit for: ○ Spelling, capitalization, and punctuation (See CCSS 11-12 L.2; see also CCSS L.4.3b*) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*) ○ Appropriate pronoun usage (See L.6.1c*, L.6.1d*) ○ Complete sentences (See CCSS L.4.1f*) ○ Shifts in verb tense (See CCSS L.5.1d*) • Use a wide range of academic and domain-specific vocabulary. (CCSS 11-12 L.6) • Use and consult braille ~~print,~~ and accessible print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS 11-12 L.4c) •
W.3e : Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**W.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative. (See CCSS 9-10 W.4, W.5) • Apply the publishing phase of the writing process independently, using a variety of braille, ~~print,~~ non-print, and accessible digital formats. (See CCSS 9-10 L.3.a , W.5, W.6, SL.4, SL.5, SL.6; See also MD SLM 5.0)	• Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative. (See CCSS 11-12 W.4, W.5) • Apply the publishing phase of the writing process independently, using a variety of braille, ~~print,~~ non-print, and accessible digital formats. (See CCSS 11-12 L.3.a, W.5, W.6, SL.4, SL.5, SL.6; See also MD SLM 5.0)

WRITING

Cluster: Production and Distribution of Writing	
W4 CCR Anchor Standard Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Grade 9-10 students:	**Grade 11-12 students:**
W4 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.) (SC, 9-10)	**W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See Grades 9-10: W1, W2, W3, W7, SL1a, and SL4 of CCSC Framework for specific application. • See also MD SC standard SLM 5.0	• See Grades 11-12: W1, W2, W3, W7, SL1a, and SL4 of CCSC Framework for specific application. • See also MD SC standard SLM 5.0
W5 CCR Anchor Standard 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.	
Grade 9-10 students:	**Grade 11-12 students:**
W5 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.) (SC, 9-10)	**W5** 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.) (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
See Grades 9-10: W1, W2, W3, W7, and SL4 of CCSC Framework for specific application.	See Grades 11-12: W1, W2, W3, W7, and SL4 of CCSC Framework for specific application.

WRITING

W6 CCR Anchor Standard Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
Grade 9-10 students:	**Grade 11-12 students:**
W6 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. (SC, 9-10)	**W6** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See Grades 9-10: W1, W2, W3, W7, and SL5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the proficient level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." • Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences. • See also MD SLM 2.0, SLM 3.0, SLM 4.0, SLM 5.0, TL 5.0, TL 6.0	• See Grades 11-12: W1, W2, W3, W7, and SL5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the proficient level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." • Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences. • See also MD SLM 2.0, SLM 3.0, SLM 4.0, SLM 5.0, TL 5.0, TL 6.0

WRITING

Topic/Cluster: Research to Build and Present Knowledge	
W7 CCR Anchor Standard Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Grade 9-10 students:	**Grade 11-12 students:**
W7 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. (SC, 9-10)	**W7** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See CCSS Grades 9-10: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. • Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (See MD SLM 1.0) • Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (See MD SLM 2.0) • Find, generate, record, and organize information relevant to the information need in an ethical manner. (See MD SLM 3.0) • Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. (See MD SLM 4.0) • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. (See MD SLM 5.0) • See MD TL 5.0, TL 6.0	• See CCSS Grades 11-12: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. • Define a problem, formulate questions, and refine either or both meet a personal and/or assigned information need. (See MD SLM 1.0) • Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (See MD SLM 2.0) • Find, generate, record, and organize information relevant to the information need in an ethical manner (See MD SLM 3.0) • Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. (See MD SLM 4.0) • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. (See MD SLM 5.0) See MD TL 5.0, TL 6.0

WRITING

W8 CCR Anchor Standard Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
Grade 9-10 students:	**Grade 11-12 students:**
W8 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. (SC, 9-10)	**W8** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See CCSS Grades 9-10: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. • Find, generate, record, and organize information relevant to the research purpose in an ethical manner. (See also MD SLM 3.0) • Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner. (See also MD SLM 4.0) • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. (See also MD SLM 5.0)	• See CCSS Grades 11-12: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. • Find, generate, record, and organize information relevant to the research purpose in an ethical manner. (See also MD SLM 3.0) • Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner. (See also MD SLM 4.0) • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. (See also MD SLM 5.0)

WRITING

W9 CCR Anchor Standard Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Grade 9-10 students:	**Grade 11-12 students:**
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9a Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (SC, 9-10)	**W.9a** Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See CCSS Grades 9-10: W1, W2, W7, RL.6, RL.7, and RL.9 for specific application. • Write in response to grade-level braille, ~~print,~~ non-print, and accessible digital literary text(s).	• See CCSS Grades 11-12: W1, W2, W7, RL.6, RL.7, and RL.9 for specific application. • Write in response to grade-level braille, ~~print,~~ non-print, and accessible and digital literary text(s).
W.9b Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (SC, 9-10)	**W.9ab** Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U. S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]"). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See CCSS Grades 9-10: W1, W2, W7, RI.5, RI.7, and RI.8 for specific application. • Write in response to grade-level braille, ~~print,~~ non-print, and accessible digital informational text(s). • Interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (See also MD SLM 4.0)	• See CCSS Grades 11-12: W1, W2, W7, RI.5, RI.7, and RI.8 for specific application. • Write in response to grade-level braille, ~~print,~~ non-print, and accessible digital informational text(s). • Interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (See also MD SLM 4.0)

WRITING

Cluster: Range of Writing	
W10 CCR Anchor Standard Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Grade 9-10 students:	**Grade 11-12 students:**
W10 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.	**W10** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See Grades 9-10: W1, W2, W3 and W7 of CCSC Framework for specific application. • With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.	• See Grades 11-12: W1, W2, W3 and W7 of CCSC Framework for specific application. • With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI1 CCR Anchor Standard Read closely to determine what the braille 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.		
PK students:		
RI1 With modeling and support, answer questions about details in an informational text. **Essential Skills and Knowledge** • With modeling and support, ◦ listen to a wide variety of increasingly complex informational texts (a wide variety including expository and narrative structures and types, e.g., trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures) ◦ develop awareness of strategies that are used to monitor understanding **before**, **during**, and **after** reading, viewing, or listening to informational text ◦ **before** reading use prior knowledge and experiences to make connections to informational text ◦ **before** reading make predictions or ask questions about the text by examining the title, cover, described illustrations/photographs/text features/graphic aides ◦ **during** Interactive Read Alouds of informational text listen, ask and answer questions as appropriate ◦ **after** reading engage in conversations to facilitate recall of details in order to answer questions about the text ◦ **after** reading respond to text through discussions, dramatizing, drawing and/or developmentally appropriate writing including the use of accessible technology		

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI2 CCR Anchor Standard Determine central ideas or themes of a braille text and analyze their development; summarize the key supporting details and ideas.		
PK students:		
RI2 With modeling and support, recall one or more detail(s) related to the main topic from an informational text.		
Essential Skills and Knowledge		
• With modeling and support, ◦ listen to a wide variety of complex informational texts ◦ use text and graphic features as sources to identify the main topic ◦ participate in discussion about the main topic in order to recall one or more detail(s) from the text and to respond to questions about the topic and details		

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of braille text.		
PK students:		
RI 3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.		
Essential Skills and Knowledge		
• With modeling and support, ◦ access prior knowledge and experiences in order to identify and discuss how personal experiences, events and individuals in their own lives are similar and different from the text ◦ begin to demonstrate an understanding of sequential order ◦ determine and retell important ideas and messages in informational text ◦ explain how someone might use the text		

READING INFORMATIONAL TEXT

Cluster: Craft and Structure		
RI4 CCR Anchor Standard Interpret words and phrases as they are used in a braille text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
PK students:		
RI4 With modeling and support, answer questions about unknown words in a text.		
Essential Skills and Knowledge		
• With modeling and support, ◦ activate prior knowledge and experiences to determine the meaning of unknown words ◦ use text, description/tactile graphic of illustrations, graphic aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words		

READING INFORMATIONAL TEXT

Cluster: Craft and Structure		
RI5 CCR Anchor Standard Analyze the structure of braille 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.		
PK students:		
RI5 With modeling and support identify the front cover, and back cover of a book. **Essential Skills and Knowledge** • With modeling and support, ◦ identify information appropriate for the front cover and back cover of a book ◦ demonstrate the proper use of a book ◦ (See MD PK CCSS RF1.a.)		

Cluster: Craft and Structure		
RI6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a braille text.		
PK students:		
RI6 With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text. **Essential Skills and Knowledge** • With modeling and support identify the role of (and use the terms) authors and illustrators/photographers.		

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas		
RI7 CCR Anchor Standard Integrate and evaluate content presented in diverse accessible media and formats, including visually and quantitatively, as well as in words.*		
PK students:		
RI7 With modeling and support and verbal descriptions, tell how the illustrations/photographs support the text.		
Essential Skills and Knowledge		
• With modeling and support and descriptions, ◦ describe the illustrations/photographs in an informational text ◦ participate in discussions about the information derived from details in the illustrations/photographs in an informational text ◦ participate in discussions about how these details contribute to the understanding of informational text		

Cluster: Integration of Knowledge and Ideas		
RI8 CCR Anchor Standard Delineate and evaluate the argument and specific claims in a braille text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
PK students:		
RI8 With modeling and support identify the reasons an author gives to support points in a text. **Essential Skills and Knowledge** • With modeling and support, ◦ recall details from a text ◦ identify details that support a point in the text ◦ answer questions about details in a text		

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas		
RI9 CCR Anchor Standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
PK students:		
RI9 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).		
Essential Skills and Knowledge		
• With modeling and support, ◦ listen to and discuss a variety of texts ◦ identify the topic of a text ◦ recognize texts that have the same topic ◦ participate in discussions to identify the similarities and differences between two texts on the same topic		

READING INFORMATIONAL TEXT

Topic/Cluster: Range of Reading and Level of Text Complexity		
RI10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.		
PK students:		
RI10 Actively engage in group reading activities with purpose and understanding. **Essential Skills and Knowledge** • With modeling and support, ◦ develop comprehension skills by listening to a variety of appropriate increasingly complex informational texts (self selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (expository and narrative: trade books, magazines, accessible multimedia resources, functional texts such as recipes and labels, etc.) ◦ use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases ◦ apply before, during and after reading strategies for a variety of informational texts. ◦ participate in collaborative conversations with peers about grade-level complex informational text		

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI1 CCR Anchor Standard Read closely to determine what the braille 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI1 With prompting and support, ask and answer questions about key details in a braille text. (SC, K)	**RI1** Ask and answer questions about key details in a braille text. (SC, 1)	**RI1** Ask and answer such questions *as who, what, where, when, why,* and *how* to demonstrate understanding of key ideas in a braille text. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, apply appropriate strategies **before reading, viewing, or listening** to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, accessible multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): ◦ access prior knowledge and hands on experiences (augmented by those provided in class) ◦ examine the title, cover, illustrations/photographs/text ◦ make predictions or ask questions ◦ set a purpose for reading and identify type of text	• Apply appropriate strategies **before reading, viewing, or listening** to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, accessible multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): ◦ access prior knowledge and experiences ◦ examine the title, cover, illustrations/photographs/text ◦ make predictions or ask questions ◦ set a purpose for reading and identify type of text	• Apply appropriate strategies **before reading, viewing, or listening** to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, accessible multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): ◦ access prior knowledge and experiences ◦ examine the title, cover, illustrations/photographs/text ◦ make predictions or ask questions ◦ set a purpose for reading and identify type of text

READING INFORMATIONAL TEXT

Kindergartners:	Grade 1 students:	Grade 2 students:
• With prompting and support, apply appropriate strategies to monitor understanding **during reading, viewing, or listening** to informational text: • ◦ use text features and graphic aids to facilitateunderstanding ◦ recall and discuss what is understood ◦ identify and question what did not make sense ◦ make, confirm and/or modify predictions ◦ make connections ◦ visualize	• Apply appropriate strategies to monitor understanding **during reading, viewing, or listening** to informational text: ◦ use text features and graphic aids to facilitateunderstanding, ◦ recall and discuss what is understood ◦ identify and question what did not make sense ◦ make, confirm and/or modify predictions ◦ reread difficult parts and restate in own words ◦ make connections ◦ visualize	•Apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational text: ◦ use text features and graphic aids to facilitate understanding ◦ recall and discuss what is understood (See CCSS 2 SL1.b.) ◦ Identify and question what did not make sense ◦ make, confirm and/or modify predictions ◦ periodically paraphrase and summarize ◦ make connections ◦ visualize
• With prompting and support, demonstrate understanding orally or in developmentally appropriate writing **after reading, viewing, or listening** to a text: ◦ engage in conversations to retell details in the text (See CCSS K SL1.) ◦ describe what is directly stated in the text ◦ confirm predictions using details from the text ◦ identify what did not make sense make connections	• Demonstrate understanding orally or in writing **after reading, viewing, or listening** to a text: ◦ engage in conversations to retell details in the text (See CCSS 1 SL1.) ◦ describe what is directly stated in the text ◦ confirm predictions using details from the text ◦ identify what did not make sense ◦ make connections	•Demonstrate understanding orally or in writing **after reading, viewing, or listening** to a text: ◦ engage in conversations about details in the text (See CCSS 2 SL1.) ◦ describe what is directly stated in the text ◦ draw inferences and conclusions from the text ◦ confirm predictions using details from the text ◦ summarize the text ◦ identify what did not make sense make connections ◦

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI1 CCR Anchor Standard Read closely to determine what the braille 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI1 With prompting and support, ask and answer questions about key details in a braille text. (SC, K)	**RI1** Ask and answer questions about key details in a braille text. (SC, 1)	**RI1** Ask and answer such questions *as who, what, where, when, why,* and *how* to demonstrate understanding of key ideas in a braille text. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
	• Distinguish between key details and irrelevant information in a text. • Generate simple questions about key details in the text. (See CCSS 1 L1.f; MD SLM PK-1 3B1.a.) • Answer simple questions orally and in writing using key details in the text. (CCSS 1 SL2; CCSS 1 W8) • Participate actively and appropriately in discussions about informational text. (CCSS 1 SL1, 2, 3) • Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS 1 L1,2)	• Generate appropriate questions to meet the information need. (MD SLM 2-3 3B1.a) • Participate actively and appropriately in discussions about informational text. (CCSS 2 SL1, 2, 3) • Respond orally and in written form to specific questions using key details in the text. (See CCSS 2 SL3; CCSS 2 W8.) • Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS 1 L1,2)

READING INFORMATIONAL TEXT

RI2 CCR Anchor Standard Determine central ideas or themes of a braille text and analyze their development; summarize the key supporting details and ideas.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI2 With prompting and support, identify the main topic and retell key details of a braille text. (SC, K)	**RI2** Identify the main topic and retell key details of a braille text. (SC, 1)	**RI2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the braille text. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ listen to a wide variety of complex informational texts ◦ use text and graphic features (i.e., descriptions, tactile graphics, braille symbols/formats) as sources to identify the main topic ◦ determine the key details from the text ◦ connect the key details to determine the main topic of a text ◦ retell the main topic and key details ◦ participate in discussion about the main topic in order to recall one or more detail(s) from the text and to respond to questions about the topic and details ◦ Demonstrate command of the conventions of standard English when speaking and writing (See CCSS K L1, 2.)	• Determine the key details from the text. • Connect the key details to determine the main topic of a text. • Retell the main topic and key details. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS 1 SL4) • Demonstrate command of the conventions of standard English when speaking and writing. (See CCSS 1 L1, 2.)	• Identify the key details in each paragraph of a multiparagraph text. • Connect key details to determine the topic of a paragraph within a multiparagraph text. • Connect ideas to determine main topic of a text. • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 2 L1, 2.)

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of braille text.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a braille text.	**RI3** Describe the connection between two individuals, events, ideas, or pieces of information in a braille text. (SC, 1)	**RI3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a braille text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ access prior knowledge and experiences in order to identify and discuss how personal experiences, events and individuals in their own lives are similar and different from the text ◦ demonstrate an understanding of sequential order ◦ retell two events, ideas, or pieces of information, or identify two individuals in a text ◦ explain the relationship between two individuals, events, ideas, or pieces of information, (e.g., compare/ contrast, cause/effect) ◦ explain how someone might use the text ◦ demonstrate command of the conventions of standard English when writing or speaking (See CCSS K L1, 2.)	• Retell two events, ideas, or pieces of information, or identify two individuals in a text. • Explain the relationship between two individuals, events, ideas, or pieces of information, (e.g., s compare/ contrast, cause/effect). • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS 1 SL4) • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS 1 L6) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 1 L1, 2.)	• Identify and explain relationships between a series of events, ideas, or steps, (e.g., cause/effect, sequence, chronology). • Recognize signal words and transition words that connect ideas. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other accessible media. (CCSS 2 SL2) • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS 2 L6) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 2 L1, 2.)

READING INFORMATIONAL TEXT

Cluster: Craft and Structure		
RI4 CCR Anchor Standard Interpret words and phrases as they are used in a braille text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI4 With prompting and support, ask and answer questions about unknown words in a braille text.	**RI4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a braille text.	**RI4** Determine the meaning of words and phrases in a braille text relevant to a *grade 2 topic or subject area*. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ identify unfamiliar words ◦ activate prior knowledge and experiences to determine the meaning of unknown words ◦ use text, description/tactile graphic of illustrations, graphic aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words ◦ demonstrate command of the conventions of standard English when writing or speaking. (See CCSS K L1, 2.)	• Identify unfamiliar words and phrases. • Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text. • Produce simple interrogative sentences about the text. (CCSS 1 L1.j) • Ask and answer questions about key details in a text read aloud or information presented orally or through other accessible media. (CCSS 1 SL2) • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS 1 L6) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 1 L1, 2.)	• Identify unfamiliar words and phrases. • Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text. • Determine and clarify meaning of words and phrases, choosing flexibly from an array of strategies: ◦ use sentence level context (CCSS 2 L4.a) ◦ determine the meaning of the new word formed when a known prefix is added to a known word (CCSS 2 L4.b) ◦ use a known root word as a clue the meaning of an unknown word (CCSS 2 L4.c) • Use text features (i.e., braille symbols and formats) to determine and clarify meaning of words and phrases in informational text. • Use glossaries and beginning dictionaries, both ~~print~~ braille and accessible digital to determine or clarify meaning of words and phrases. (CCSS 2 L4.e)

READING INFORMATIONAL TEXT

Cluster: Craft and Structure		
RI5 CCR Anchor Standard Analyze the structure of braille 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI5 Identify the front cover, back cover, and title page of a book.	**RI5** Know and use various text features (e.g. headings, tables of contents, glossaries, accessible electronic menus, accessible icons) to locate key facts or information in a text.	**RI5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, accessible electronic menus, icons) to locate key facts or information in a text efficiently. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, identify information appropriate for the front cover, back cover, and title page.	• Identify different types of text features in informational text. • Determine the purpose of various text features. • Identify strategies (keywords, text features) to find information within a specific source. (See MD SLM PK-1 3A1.b.) • Select and use the appropriate text feature for a given task or information need.	• Distinguish between types of text features (e.g., print features, graphic aids, organizational aids, informational aids). • Identify the purpose of text features used in informational texts. • Explain which text features are used to find information within a specific source. (See MD SLM 2-3 3A1.b.) • Select the appropriate text feature for a given task or information need. • Use text features appropriately for a given task or information need. •

READING INFORMATIONAL TEXT

RI6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a braille text.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a braille text.	**RI6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a braille text.	**RI6** Identify the main purpose of a braille text, including what the author wants to answer, explain, or describe. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, name the author and illustrator/photographer and describe the roles of and use the terms for authors and illustrators/photographers.	• ~~Describe the pictures and other illustrations in a text and~~ Explain how pictures and other illustrations in a text ~~they~~ contribute to the meaning. • Ask and answer questions about key details in a text read aloud or information presented orally or through other accessible media. (CCSS 1 SL3) • Identify the source of important details from the text. • Compare and contrast information provided by descriptions of pictures or other illustrations and the words in a text.	• Examine the organizational pattern of informational texts to identify the author's purpose (e.g., to offer opinion, to describe, to inform). • Identify the intended audience for a text. • Explain how someone might use the text. • Identify the main ideas/ messages of texts. • Draw conclusions and generalizations from text to form new understanding. • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 2 L1, 2.)

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas		
RI7 CCR Anchor Standard Integrate and evaluate content presented in diverse accessible media and formats, including visually and quantitatively, as well as in words.*		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI7 With prompting and support and descriptions, 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). (SC, K)	**RI7** Use the picture descriptions illustrations and details in a text to describe its key ideas.	**RI7** Explain how descriptions or tactile graphics of specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (SC,2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ ~~describe the illustrations in a text~~ ◦ identify commonalities between text and descriptions of illustrations/photographs or text features; explain how they support each other ◦ explain how descriptions of illustrations/photographs contribute to understanding of the text ◦ cross-check understanding from descriptions of details provided by the illustrator/photographer compared to information provided by the author ◦ participate in discussions about the information derived from details in the descriptions of illustrations/photographs in an informational text ◦ participate in discussions about how these details contribute to the understanding of informational text ◦ demonstrate command of the conventions of standard English when writing or speaking (See CCSS K L1, 2.)	• Identify the relationship between text and descriptions of illustrations; explain how they support each other. • Distinguish between key details and supporting details in a text. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS 1 SL4.) • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS 1 L6) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 1 L1, 2.)	• Identify and describe graphic aids used to facilitate understanding of informational text. • Describe key ideas and details including text features from a text read aloud or presented orally or through other accessible media. (CCSS.2.SL.2) • Identify commonalities between text and text features; explain how they support each other. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (See CCSS 2 L6) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 2 L1, 2.)

READING INFORMATIONAL TEXT

RI8 CCR Anchor Standard Delineate and evaluate the argument and specific claims in a braille text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI8 With prompting and support, identify the reasons an author gives to support points in a braille text.	**RI8** Identify the reasons an author gives to support points in a braille text.	**RI8** Describe how reasons support specific points the author makes in a braille text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ recall details from a text	• Recall details from a text.	
◦ identify a key point(s) in the text such as specific details	• Distinguish between key ideas and supporting details in a text.	• Identify the key points an author makes in a text.
◦ identify specific details that support the point(s)	• Identify details that support a specific point in a text.	• Identify details that support a specific point the author makes in a text. • Explain how the reasons support a point the author makes.
◦ answer questions about details and how they support the point(s) in a text	• Ask and answer questions about key details in a text read aloud or information presented orally or through other accessible media. (See CCSS 1 SL2.) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 1 L1, 2.)	• Ask and answer questions about key details in a text read aloud or information presented orally or through other accessible media. (See CCSS 2 SL2) • Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 2 L1, 2.)

READING INFORMATIONAL TEXT

RI9 CCR Anchor Standard Analyze how two or more braille texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**RI9** Identify basic similarities in and differences between two braille texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**RI9** Compare and contrast the most important points presented by two braille texts on the same topic.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ listen to and discuss a variety of texts	• Read, listen to, and discuss a variety of texts read aloud or presented orally or through other accessible media. (CCSS 1 SL2)	• Read, listen to, and discuss a variety of texts read aloud or presented orally or through other accessible media. (CCSS 1 SL2)
◦ identify the topic of a text	• Identify the topic of a text.	
◦ recognize texts that have the same topic	• Recognize texts that have the same topic.	• Recognize texts that have the same topic.
◦ describe people, places, things, and events with relevant details, expressing ideas clearly (See CCSS.K.SL.4.)	• Compare and contrast two texts on the same topic.	• Identify key points of a text. • Compare and contrast the key points in two texts on the same topic.
◦ participate in discussions to identify the similarities and differences between two texts on the same topic		
◦ ask and answer questions about key details in a text read aloud or presented orally or through other accessible media (CCSS.K.SL.2)	• Ask and answer questions about key details in a text read aloud or presented orally or through other accessible media. (See CCSS 1 SL2.)	• Ask and answer questions about key details in a text read aloud or presented orally or through other accessible media. (CCSS 2 SL2)
◦ demonstrate command of the conventions of standard English when writing or speaking (See CCSS K L1, 2.)	• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 1 L1, 2.)	• Demonstrate command of the conventions of standard English when writing or speaking. (See CCSS 2 L1, 2.)

READING INFORMATIONAL TEXT

Cluster: Range of Reading and Level of Text Complexity		
RI10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RI10 Actively engage in group reading activities with purpose and understanding.	**RI10** With prompting and support, read informational braille texts appropriately complex for grade 1. (SC, 1)	**RI10** By the end of the year, read and comprehend informational braille 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ develop comprehension skills by listening to a variety of appropriate increasingly complex informational braille texts (self selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (expository and narrative: trade books, magazines, accessible multimedia resources, functional braille texts such as recipes and labels, etc.) ◦ use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases ◦ use text features, graphic aids, and organizational structures to facilitate understanding ◦ apply before, during and after reading strategies for a variety of informational texts ◦ participate in collaborative conversations with diverse partners about *Kindergarten topics and texts* with peers and adults in small and larger groups (CCSS K SL1)	• With prompting and support, read a variety of self-selected and assigned informational braille texts representing diverse cultures, perspectives, ethnicities, and time periods. • With prompting and support, read and comprehend braille text of steadily increasing complexity. • Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS 1 SL1)	• With prompting and support, read a variety of self-selected and assigned informational braille texts representing diverse cultures, perspectives, ethnicities, and time periods. • With prompting and support, read and comprehend braille text of steadily increasing complexity. • Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (CCSS 2 SL1)

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI1 CCR Anchor Standard Read closely to determine what the braille text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI1 Ask and answer questions to demonstrate understanding of a braille text, referring explicitly to the text as the basis for the answers. (SC, 3)	**RI1** Refer to details and examples in a text when explaining what the braille text says explicitly and when drawing inferences from the text. (SC, 4)	**RI1** Quote accurately from a text when explaining what the braille text says explicitly and when drawing inferences from the text. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply appropriate strategies **before reading, viewing, or listening to** a text: ◦ preview and survey the text ◦ access prior knowledge about the text ◦ formulate purpose-setting questions ◦ make predictions • Apply appropriate strategies to monitor understanding **when reading, viewing, or listening to** a text: ◦ reread as necessary ◦ determine main ideas of portions of the text ◦ periodically restate, retell, paraphrase, and/or summarize (See CCSS 4 RL2**;** SL4, 6.) ◦ connect ideas within the text ◦ make, confirm, and/or modify questions, inferences, and predictions ◦ visualize	• Apply appropriate strategies **before reading, viewing, or listening to** a text: ◦ preview and survey the text ◦ access prior knowledge about the text ◦ formulate purpose-setting questions ◦ make predictions • Apply appropriate strategies to monitor understanding **when reading, viewing, or listening to** a text: ◦ reread as necessary ◦ determine main ideas of portions of the text ◦ periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS 4 SL4, 6.) ◦ connect ideas within the text ◦ make, confirm, and/or modify questions, inferences, and predictions ◦ visualize	• Apply appropriate strategies **before reading, viewing, or listening to** a text: ◦ preview and survey the text ◦ access prior knowledge about the text ◦ formulate purpose-setting questions ◦ make predictions • Apply appropriate strategies to monitor understanding **when reading, viewing, or listening to** a text: ◦ reread as necessary ◦ determine main ideas of portions of the text ◦ periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS 5 SL4, 6.) ◦ connect ideas within the text ◦ make, confirm, and/or modify questions, inferences, and predictions ◦ visualize

READING INFORMATIONAL TEXT

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Demonstrate understanding, either orally or in writing, **after reading, viewing, or listening to** a text: ◦ determine and explain the main idea (explicit or inferred) of the text ◦ summarize the text (See CCSS 4 RL2**;** SL4, 6) ◦ identify what is directly stated in the text ◦ draw inferences and conclusions from the text	• Demonstrate understanding, either orally or in writing, **after reading, viewing, or listening to** a text: ◦ determine and explain main ideas (explicit or inferred) of the text ◦ summarize the text (See CCSS 4 SL4, 6; ; MD SLM 4-5 4A2.) ◦ explain what is directly stated in the text by citing specific details and examples from the text ◦ explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text	• Demonstrate understanding, either orally or in writing, **after reading, viewing, or listening to** a text: ◦ determine and explain main ideas (explicit or inferred) of the text ◦ summarize the text (See CCSS 5 SL4, 6; ; MD SLM 4-5 4A2.)) ◦ explain what is directly stated in the text by citing specific details and examples from the text ◦ explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI1 CCR Anchor Standard Read closely to determine what the braille text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI1 Ask and answer questions to demonstrate understanding of a braille text, referring explicitly to the text as the basis for the answers.	**RI1** Refer to details and examples in a text when explaining what the braille text says explicitly and when drawing inferences from the text.	**RI1** Quote accurately from a text when explaining what the braille text says explicitly and when drawing inferences from the text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
◦ confirm, refute, and/or make predictions about the text ◦ connect prior knowledge or experience to the text • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions. • Select relevant textual evidence when responding either orally or in writing to text-specific questions.	◦ synthesize information and ideas ◦ confirm, refute, and/or make predictions about the text ◦ connect prior knowledge or experience to the text • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions. • Select only relevant textual evidence when responding either orally or in writing to text-specific questions.	◦ synthesize information and ideas ◦ confirm, refute, and/or make predictions about the text ◦ connect prior knowledge or experience to the text • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions. • Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.

READING INFORMATIONAL TEXT

Grade 3 students:	Grade 4 students:	Grade 5 students:
		• Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions. ◦ Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions. (See CCSS 4 L2b.)
• Participate actively and appropriately in discussions about informational text. (See CCSS 3 SL 1, 2, 3.)	• Participate actively and appropriately in discussions about informational text. (See CCSS 4 SL 1, 2, 3.)	• Participate actively and appropriately in discussions about informational text. (See CCSS 5 SL 1, 2, 3.)
• Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 3 L1, 2.)	• Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 4 L1, 2.)	• Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 5 L1, 2.)
• Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS 3 L6.)	• Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS 4 L6.)	• Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS 5 L6.)

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI2 CCR Anchor Standard Determine central ideas or themes of a braille text and analyze their development; summarize the key supporting details and ideas.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI2 Determine the main idea of a braille text; recount the key details and explain how they support the main idea. (SC, 3) **Essential Skills and Knowledge**	**RI2** Determine the main idea of a braille text and explain how it is supported by key details; summarize the text. (SC, 4) **Essential Skills and Knowledge**	**RI2** Determine two or more main ideas of a braille text and explain how they are supported by key details; summarize the text. **Essential Skills and Knowledge**
• Differentiate between a topic and an idea (e.g., exercise versus the value of exercise). • Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas. • Connect explicitly stated or inferred ideas from across the text to determine a main idea. • Differentiate key details in an informational text from minor details. (See CCSS 3 RL2.) • Paraphrase key details or information.	• Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas. • Connect explicitly stated or inferred ideas from across the text to determine a main idea. • Paraphrase key details or information.	• Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas. • Paraphrase key details or information.

READING INFORMATIONAL TEXT

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text. (See CCSS 4 RL 2; CCSS 3 W9; SL4, 6.)	• Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text. (See CCSS 4 RL 2; W9; SL4, 6;)	• Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text. (See CCSS 4 RL 2; W9; SL4, 6.)
• Explain how key details, including those found in text features, support the main idea.	• Connect key details or information, including those found in text features, and explain how they develop the main idea.	• Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.
• Participate actively and appropriately in discussions about informational texts. (See CCSS 3 SL 1, 2, 3.)	• Participate actively and appropriately in discussions about informational texts. (See CCSS 4 SL 1, 2, 3.)	• Participate actively and appropriately in discussions about informational texts. (See CCSS 5 SL 1, 2, 3.)
• Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 3 L1, 2.)	• Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 4 L1, 2.)	• Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 5 L1, 2.)
Apply academic and domain-specific vocabulary when writing about or discussing informational texts. (See CCSS 3 W9, L6.)	• Apply academic and domain-specific vocabulary when writing about or discussing informational texts. (See CCSS 4 W9, L6.)	• Apply academic and domain-specific vocabulary when writing about or discussing informational texts. (See CCSS 5 W9, L6.)

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of braille text.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a braille text, using language that pertains to time, sequence, and cause/effect.	**RI3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical braille text, including what happened and why, based on specific information in the text.	**RI3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical braille text based on specific information in the text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Connect and explain types of relationships, including chronology, sequence, cause/effect. (See CCSS 3 RL2.) • Apply content knowledge to determine relationships in an informational text. • Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 3 L1, 2.) • Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships, including chronology, sequence, cause/effect. (See CCSS 3 L6.) • See also MD SLM 2-3 4.0, as needed.	• Connect and explain types of relationships. (See CCSS 3 RL2.) • Apply content knowledge to determine relationships in an informational text. • Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 4 L1, 2.) • Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships. (See CCSS 4 L6.) • See also MD SLM 4-5 4.0, as needed.	• Connect and explain types of relationships. (See CCSS 3 RL2.) • Apply content knowledge to determine relationships in an informational text. • Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 5 L1, 2.) • Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships. (See CCSS 5 L6.) • See also MD SLM 4-5 4.0, as needed.

READING INFORMATIONAL TEXT

Cluster: Craft and Structure		
RI4 CCR Anchor Standard Interpret words and phrases as they are used in a braille text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI4 Determine the meaning of general academic and domain-specific words and phrases in a braille text relevant to a *grade 3 topic or subject area*. (SC, 3)	**RI4** Determine the meaning of general academic and domain-specific words or phrases in a braille text relevant to a *grade 4 topic or subject area*. (SC, 4)	**RI4** Determine the meaning of general academic and domain-specific words and phrases in a braille text relevant to a *grade 5 topic or subject area*. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS 3 L4.a)	• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS 4 L4.a)	• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS 5 L4.a)
• Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (CCSS 3 L4.b)	• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). (CCSS 4 L4.b)	• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). (CCSS 5 L4.b)
• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (CCSS 3 L4.c)		
• Use glossaries or beginning dictionaries, both ~~print~~ braille and accessible digital, to determine or clarify the precise meaning of key words and phrases. (CCSS 3 L4.d; See MD TL 3 3C.)	• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both ~~print~~ braille and accessible digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS 4 L4.c; See MD TL 4 3C)	• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both ~~print~~ braille and accessible digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS 5 L4.c, See MD TL 5 3C)

READING INFORMATIONAL TEXT

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). (See CCSS 3 L5.a.) • Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). (CCSS 3 L5.b) • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (CCSS 3 L5.c)	• Explain the meaning of simple similes and metaphors (e.g., as *pretty as a picture*) in context. (CCSS 4 L5.a.) • Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS 4 L5.b) • Differentiate between denotation and connotation. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS 4 L5.c)	• Interpret figurative language, including similes and metaphors, in context. (CCSS 5 L5.a) • Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS 5 L5.b) • Explain the difference between the denotation and the connotation of a specific word. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS 5 L5.c)

READING INFORMATIONAL TEXT

Cluster: Craft and Structure		
RI5 CCR Anchor Standard Analyze the structure of braille texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI5 Use text features and accessible search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (SC, 3) **Essential Skills and Knowledge**	**RI5** 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. (SC, 4) **Essential Skills and Knowledge**	**RI5** 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. **Essential Skills and Knowledge**
• Use text features (e.g., ~~print~~ braille formats for features, graphic aids, informational aids, online features, etc.) to facilitate understanding. • Explain how text features clarify the information in the text. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 3 L1, 2.) • Use academic and domain-specific vocabulary when discussing or writing about text features. (See CCSS 3 W9, L6.)	• Apply an understanding of text features (e.g., ~~print~~ braille formats for features, graphic aids, informational aids, online features, etc.) to facilitate understanding. • Determine and explain how each paragraph in a text is organized (e.g., sequentially/chronologically, by main ideas and supporting details, by cause and effect, by problem and solution). (See CCSS 4 RI8.) • Determine the predominant organizational structure in a text or a portion of a text. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 4 L1, 2.) • Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (See CCSS 4 W9, L6.)	• Apply an understanding of text features (e.g., ~~print~~ braille formats for features, graphic aids, informational aids, online features, etc.) to compare and contrast the structures of two or more texts. • Determine and explain how a text is organized, noting points where the organization changes. • Compare and contrast the predominant organizational structures in two or more texts. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 5 L1, 2.) • Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (See CCSS 4 W9, L6.)

READING INFORMATIONAL TEXT

Cluster: Craft and Structure		
RI6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a braille text.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI6 Distinguish their own point of view from that of the author of a text.	**RI6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**RI6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify the author's implied or directly-stated point of view about the topic of the text (e.g., by looking at specific language, punctuation choices, etc.). • Express a personal point of view about the topic of a text. • Compare and contrast their opinion with that of the author. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 3 L1, 2.) • Use academic and domain-specific vocabulary when discussing or writing about text features. (See CCSS 3 W9, L6.)	• Differentiate between a firsthand and a secondhand account and a primary and a secondary source of information. • Gather relevant textual evidence for comparing and contrasting a firsthand and secondhand account of the same event or topic • Draw conclusions about why the information or details about an event or topic differ from one text to another. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 4 L1, 2.) • Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (See CCSS 4 W9, L6.)	• Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view. • Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic • Draw conclusions about the effect of different types of accounts on the same event or topic. • Apply knowledge of standard English when writing about or discussing informational texts. (See CCSS 5 L1, 2.) • Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (See CCSS 4 W9, L6.)

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas		
RI7 CCR Anchor Standard Integrate and evaluate content presented in diverse accessible media and formats, including visually and quantitatively, as well as in words.*		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI7 Use information gained from descriptions or tactile graphics of illustrations (e.g., maps, photographs) and the words in a braille text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (SC, 3)	**RI7** Interpret information presented ~~visually~~ tactually, orally/described, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or accessible interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**RI7** Draw on information from multiple ~~print~~ braille or accessible digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Draw conclusions about the relationship between text features and the meaning and/or purpose of a text. • See CCSS 3 W7, 8 in the CCSC Framework for further application.	• Draw conclusions about the relationship between text features and the meaning and/or purpose of a text. • See CCSS 4 W7, 8, 9 in the CCSC Framework for further application.	• Draw conclusions about the relationship between text features and the meaning and/or purpose of a text. • Apply an understanding of text features to navigate efficiently between and among texts. • See CCSS 5 W7, 8, 9 in the CCSC Framework for further application.

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas		
RI8 CCR Anchor Standard Delineate and evaluate the argument and specific claims in a braille text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI8 Describe the logical connection between particular sentences and paragraphs in a braille text (e.g., comparison, cause/effect, first/second/third in a sequence). (SC, 3)	**RI8** Explain how an author uses reasons and evidence to support particular points in a braille text.	**RI8** Explain how an author uses reasons and evidence to support particular points in a braille text, identifying which reasons and evidence support which point(s).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Explain basic relationships, including comparison, cause/effect, sequence. • Explain the relationships between the ideas and information in sentences and/or paragraphs. • Identify and explain how connections between and among sentences and/or paragraphs determine the organization of a text.	• Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text. (See CCSS 4 RI5.) • Connect specific pieces of evidence to the corresponding point supported by the evidence.	• Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text. (See CCSS 5 RI5.) • Connect specific pieces of evidence to the corresponding point supported by the evidence.

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas		
RI9 CCR Anchor Standard Analyze how two or more braille texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI9 Compare and contrast the most important points and key details presented in two braille texts on the same topic.	**RI9** Integrate information from two braille texts on the same topic in order to write or speak about the subject knowledgeably.	**RI9** Integrate information from several braille on the same topic in order to write or speak about the subject knowledgeably.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Differentiate the main points from less important points in two texts on the same topic. • Differentiate the key details from less important details in two texts on the same topic. • Explain the similarities and differences between the main points and key details in two texts on the same topic.	• Synthesize the main points and key details in two texts on the same topic. (See CCSS 4 W9b; SL 4, 6.) • Draw evidence from informational text to support analysis, reflection, and research. (CCSS 3 W9.)	• Synthesize the main points and key details in several texts on the same topic. (See CCSS 4 W9b; SL 4, 6.) • Draw evidence from informational text to support analysis, reflection, and research. (CCSS 3 W9.)

READING INFORMATIONAL TEXT

Cluster: Range of Reading and Level of Text Complexity		
RI10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RI10 By the end of year, read and comprehend informational braille 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.	**RI10** By the end of year, read and comprehend informational braille 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.	**RI10** By the end of the year, read and comprehend informational braille texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc. • Demonstrate understanding of assigned informational texts of steadily increasing complexity. • Use self-selected informational texts to explore personal interests and learn about themselves as readers. • Set personal goals and conference regularly with adults to improve reading.	• With scaffolding as needed, demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc. • Demonstrate understanding of assigned informational texts of steadily increasing complexity. • Use self-selected informational texts both to explore personal interests and challenge themselves as readers. • Set personal goals and conference regularly with adults to improve reading.	• Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc. • Demonstrate understanding of assigned informational texts of steadily increasing complexity. • Use self-selected informational texts both to explore personal interests and challenge themselves as readers. • Set personal goals and conference regularly with adults to improve reading.

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI1 CCR Anchor Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. • Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.	• Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. • Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.	• Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. • Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.

READING INFORMATIONAL TEXT

Grade 3 students:	Grade 4 students:	Grade 5 students:
	• Demonstrate comprehension of a text with after reading strategies by ◦ explaining the central ideas ◦ identifying what is directly stated in the text ◦ drawing inferences ◦ drawing conclusions ◦ verifying or adjusting predictions ◦ making new predictions ◦ paraphrasing and summarizing (See MD SLM 6-8 4A2.b.) ◦ making connections between the text and oneself	• Demonstrate comprehension of a text with after reading strategies by ◦ explaining the central ideas ◦ identifying what is directly stated in the text ◦ drawing inferences ◦ drawing conclusions ◦ verifying or adjusting predictions ◦ making new predictions ◦ paraphrasing and summarizing (See MD SLM 6-8 4A2.b.) ◦ making connections between the text and oneself
	• Determine and state multiple pieces of evidence that confirm the meaning of an informational text. Identify multiple pieces of evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.	• Among multiple pieces of evidence determine, select, and state the piece of evidence that confirms the meaning of an informational text. Among multiple pieces of evidence identify the piece of evidence that suggests logically what might be true about an author's purpose, opinion, important ideas, etc.

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI1 CCR Anchor Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use relationships between words for understanding. (See CCSS 6 L5.b.) • Distinguish between connotations and denotations of words for understanding. (See CCSS 6 L5.c.) • Participate actively and appropriately in discussions about informational texts. (See CCSS 6 S/L1 and S/L3.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1) • Use appropriate academic or domain-specific words when discussing or writing about informational texts. (See CCSS 6 L6.)	• Use relationships between words for understanding. (See CCSS 7 L5.b.) • Distinguish between connotations and denotations of words for understanding. (See CCSS 7 L5.c.) • Participate actively and appropriately in discussions about informational texts. (See CCSS 7 S/L1 and S/L3.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 7 L1) • Use appropriate academic or domain-specific words when discussing or writing about informational texts. (See CCSS 7 L6.)	• Use relationships between words for understanding. (See CCSS 8 L5.b.) • Distinguish between connotations and denotations of words for understanding. (See CCSS 8 L5.c.) • Participate actively and appropriately in discussions about informational texts. (See CCSS 8 S/L1 and S/L3.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 8 L1) • Use appropriate academic or domain-specific words when drawing inferences. (See CCSS 8 L6.)

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI2 CCR Anchor Standard Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI2 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.	**RI2** 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.	**RI2** 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. (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use significant pieces of information as clues to a main idea. • Synthesize main ideas to determine a central idea. • Distinguish between subjective and objective summaries. • Paraphrase significant information from an informational text. • Review key ideas expressed through paraphrasing. (See CCSS 6 S/L1.d.) • State or compose a summary that includes a central idea and significant supporting information from across the text. • Use a variety of transition words to convey relationships between and among ideas. (See CCSS 6 W 2.c.)	• Track and examine significant pieces of information developed throughout a text. • Present findings/information in a focused, coherent manner. (See CCSS 7 S/L4.) • Synthesize significant information developed through the text to formulate two or more central ideas. • Paraphrase to state or compose an unbiased summary that includes central ideas and significant supporting information for those ideas from across the text. Use a variety of transition words to convey relationships between and among ideas. (See CCSS 7 W2.c.)	• Determine and examine the relationships between and among ideas throughout a text. • Present findings with sound, valid reasoning supported by relevant evidence in a focused, coherent manner. (See CCSS 8 S/L4.) • Synthesize relevant evidence to formulate a central idea. • Paraphrase to state or compose an unbiased summary that includes a central idea and tracks its development throughout the text. Use a variety of transition words to convey relationships between and among ideas. (See CCSS 8 W2.c.)

READING INFORMATIONAL TEXT

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1) • Use appropriate academic or domain-specific words when discussing or writing about informational text. (See CCSS 6 L6.)	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 7 L1) • Use appropriate academic or domain-specific words when discussing or writing about informational text. (See CCSS 7 L6.)	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 8 L1) • Use appropriate academic or domain-specific words when discussing or writing about informational text. (See CCSS 8 L6.)

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details		
RI3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of text.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**RI3** 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).	**RI3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify important persons, events or ideas in an informational text. • Determine the variety of ways that a person, event, or idea may be described or explained to a reader. • Examine the specific ways an important person, event, or idea in the text is presented to a reader. • Identify the effect the presentation of an important person, event, or idea in the text has upon a reader. • Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect. (See CCSS 6 W2.a.)	• Determine the purpose of an individual, event, or idea within an informational text. • Determine the relationships between or among individuals, events or ideas within a text. • Draw conclusions about the relationships among individuals, events, or ideas within a text. • Examine the effect created by the relationships between or among individuals, events or ideas within a text. • Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect. (See CCSS 7 W2.a.)	• Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational text. • Identify how the differences or likenesses between or among individuals, ideas, or events are revealed. • Draw conclusions about the effectiveness of the methods used to present the likenesses or differences between or among individuals, ideas, or events.

READING INFORMATIONAL TEXT

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1) • Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension. (See CCSS 6 L6.) • See also MD SLM.6-8. 4.0, as needed.	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 7 L1) • Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension. (See CCSS 7 L6.) • See also MD SLM.6-8. 4.0, as needed.	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 8 L1) • Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension. (See CCSS 8 L6.) • See also MD SLM.6-8. 4.0, as needed.

READING INFORMATIONAL TEXT

Cluster: Craft and Structure		
RI4 CCR Anchor Standard Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**RI4** 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 choice on meaning and tone.	**RI4** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use evidence from an informational text to determine the meaning of a word or phrase. (See CCSS 6 W9.) • Use context as a clue to the meaning of a word or phrase. (See CCSS 6 L4.a.) • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS 6 L4.b) • Determine the meaning of figures of speech in context. (See CCSS 6 L5.a.)	• Use evidence from an informational text to determine the effect of word choice on meaning and tone of the text. (See CCSS 7 W9.) • Use context as a clue to the meaning of a word or phrase. (See CCSS 7 L4.a.) • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (CCSS 7 L4.b) • Determine the meaning of figures of speech in context. (See CCSS 7 L5.a.)	• Use evidence from an informational text to determine the effect of analogy and allusion to other texts on meaning of the text. (See CCSS 8 W9.) • Use context as a clue to the meaning of a word or phrase. (See CCSS 8 L4.a.) • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (CCSS 8 L4.b) • Determine the meaning of figures of speech in context. (See CCSS 8 L5.a.)

READING INFORMATIONAL TEXT

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Determine the suggested meaning of connotations of words that address the same technical meaning. (See CCSS 6 L5.c.) • Verify an inferred meaning of a word or phrase in accessible reference materials. (See CCSS 6 L4c.)	• Determine the suggested meaning of connotations of words that address the same technical meaning. (See CCSS 7 L5.c.) • Examine word choice as an aid to comprehension and a clue to tone. • Gather vocabulary knowledge when considering a word or phrase important to comprehension. (See CCSS 7 L6.)	• Determine the suggested meaning of connotations of words that address the same technical meaning. (See CCSS 8 L5.c.) • Examine word choice, relationships between words, and references to other texts as an aid to comprehension and a clue to tone. • Gather vocabulary knowledge when considering a word or phrase important to comprehension. (See CCSS 8 L6.)

Cluster: Craft and Structure		
RI5 CCR Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI5 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.	**RI5** 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. (SC, 7)	**RI5** 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. (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc. • Identify the author's purpose for a grade-appropriate informational text. (See CCSS 6 RI6.) • Examine how parts of the text support the identified purpose of the text.	• Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc. • Identify the author's purpose for a grade-appropriate informational text. (See CCSS 7 RI6.) • Identify the most important sections of the text. • Examine how the identified important sections of the text add to the growth of ideas in the text.	• Determine the development of an identified paragraph i.e., main idea and supporting details, cause and effect, examples, description. • Determine the author's purpose for the identified paragraph. (See CCSS 8 RI6.) • Determine the relationship among certain sentences within the paragraph. • Draw conclusions about how the relationship among the sentences adds to the growth of an idea within the paragraph. • Evaluate the effectiveness of the structure in presenting the information.

READING INFORMATIONAL TEXT

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Use evidence from informational texts to support analysis of text structure. (See CCSS 6 W9.) • Use grade-appropriate academic and domain-specific words when explaining the role of portions of the text. (See CCSS 6 L6.)	Use evidence from informational texts to support analysis of text structure. (See CCSS 7 W9.) • Use grade-appropriate academic and domain-specific words when explaining the roles of major portions of the text. (See CCSS 7 L6.)	• Use evidence from an informational text to support analysis of paragraph structure. (See CCSS 8 W9.) • Use grade-appropriate academic and domain-specific words when explaining the roles of sentence within the paragraph. (See CCSS 8 L6.)

READING INFORMATIONAL TEXT

Cluster: Craft and Structure		
RI6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a text.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**RI6** 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.	**RI6** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Determine the difference between author's point of view and author's purpose. • Determine author's point of view through attention to word choice, punctuation, and emphasis on ideas. • Determine author's purpose through attention to format, text features, and key ideas.	• Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas). • Determine the difference between an author's position and any opposing positions. • Examine the organization of the text to determine how the author's position is compared or contrasted to other positions. • Use words, phrases, and clauses to clarify the relationships between claims and reasons. (See CCSS 7 W1.c.) • Use appropriate transitions to clarify the relationships among ideas. (See CCSS 7 W2.c.)	• Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas) • Determine the difference between an author's position and any opposing positions. • Examine the organization of the text to determine the transitions among ideas that signal and address opposing viewpoints. • Use words, phrases, and clauses to clarify the relationships between claims, counterclaims, and reasons. (See CCSS 8 W1.c.) • Use appropriate transitions to clarify the relationships among ideas. (See CCSS 8 W2.c.)

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas		
RI7 CCR Anchor Standard Integrate and evaluate content presented in diverse accessible media and formats, including visually and quantitatively, as well as in words.*		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI7 Integrate information presented in difference accessible media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**RI7** Compare and contrast a text to an audio, described video, or accessible 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.)	**RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., ~~print~~ braille or accessible digital text, video, multimedia) to present a particular topic or idea.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Compare and contrast information received through different accessible formats. • Organize information from different accessible formats to develop a logical understanding of a topic or issue. • Support ideas with relevant evidence. (See CCSS 6 W1.b.) • Use information presented in diverse accessible media and formats. (See CCSS 6 S/L2.) • (See MD SLM.6-8. 4.0.)	• Explain the likenesses and differences of a text versus an audio or ~~visual~~ braille version of the same text. (See MD SLM.6-8.6B1.a, 6B1.b.) • Draw conclusions about the positive and negative aspects of a text, audio, or visual version of the same text. • Determine how sound and sight affect the perception of words. • Support ideas with relevant evidence. (See CCSS 7 W1.b.) • Use information presented in diverse accessible media and formats. (See CCSS 7 S/L2.) • (See MD SLM.6-8. 4.0.)	• Draw conclusions about the positive and negative aspects of a text, audio, or ~~visual~~ braille version as a means of presentation. • Determine how sound and sight affect the perception of words. • Assess the value of one medium versus another for presentation of a specific topic. • Use evidence from accessible informational sources to support analysis and research. (See CCSS 8 W9.) • (See MD SLM.6-8. 4.0)

Cluster: Integration of Knowledge and Ideas		
RI8 CCR Anchor Standard Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI8 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.	**RI8** 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.	**RI8** 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. (SC, 8)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate knowledge of the organizational pattern of an argument. • Identify claims in the text. • Identify supported claims versus unsupported claims in the text. • Assess the value of the argument based upon supported claims. • Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support. (See CCSS 6 W1.c.) • Delineate an argument and specific claims, showing the difference between claims that are supported and those that are not. (See CCSS 6 S/L3.) (See MD SLM.6-8. 4.0.)	• Demonstrate knowledge of the organizational pattern of an argument. • Assess the value of the argument based upon supported claims. • Assess the credibility and accuracy of evidence. (See CCSS 7 W8.) • Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support. (See CCSS 7 W1.c.) • Delineate an argument and specific claims, evaluating credibility of the reasoning and the relevance and adequacy of the evidence. (See CCSS 7 S/L3.) (See MD SLM.6-8. 4.0.)	• Demonstrate knowledge of the organizational pattern of an argument. • Assess the value of the argument based upon supported claims. • Identify immaterial support. • Assess the credibility and accuracy of evidence. (See CCSS 8 W8.) • Use knowledge of words, phrases, and clauses to clarify the relationship among claims and support. (See CCSS 8 W1.c.) • Delineate an argument and specific claims, evaluating the credibility of reasoning and the relevance and adequacy of the evidence. (See CCSS 8 S/L3. (See MD SLM.6-8. 4.0.)

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas		
RI9 CCR Anchor Standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI9 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).	**RI9** 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.	**RI9** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate knowledge of primary and secondary sources. • Explain the likenesses and differences between the main ideas or information from one author versus another. (See MD SLM.6-8. 4.0,6.0.) • Support ideas with relevant evidence. (See CCSS 6 W1.b.) • Present findings using pertinent evidence. (See CCSS 6 S/L4.)	• Compare and contrast important information about the same topic presented by one author versus others. (See MD SLM.6-8. 4.0,6.0.) • Explain how the focus on different information alters a reader's understanding of a topic. • Explain how conclusions drawn about information alters a reader's understanding of a topic. • Use knowledge of point of view and bias. • Use evidence from informational texts to support analysis. (See CCSS 7 W9.) • Present findings using pertinent evidence. (See CCSS 7 S/L4.)	• Compare and contrast opposing information about the same topic from multiple texts. (See MD SLM.6-8. 4.0,6.0.) • Determine the credibility of each text. • Examine opposing portions of each text for bias. • Draw conclusions about the purpose of opposing facts or interpretation of the facts. • Use evidence from informational texts to support analysis. (See CCSS 8 W9.) • Present findings using pertinent evidence (See CCSS 8 S/L4.)

READING INFORMATIONAL TEXT

Cluster: Range of Reading and Level of Text Complexity		
RI10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RI10 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.	**RI10** 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.	**RI10** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. • Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary. • Set personal goals and conference regularly with adults to improve reading. • (See MD SLM.6-8. 6.0.)	• Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. • Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary. • Set personal goals and conference regularly with adults to improve reading. • (See MD SLM.6-8. 6.0.)	• Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. • Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary. • Set personal goals and conference regularly with adults to improve reading. • (See MD SLM.6-8. 6.0.)

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details	
R1 CCR Anchor Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade 9-10 students:	**Grade 11-12 students:**
RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (SC, 9-10)	**RI1** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader. • Analyze text clues that affect meaning. • Analyze relevant denotative, connotative, and figurative language. (See 9-10 CCSS L.5) • Evaluate available evidence for thoroughness, completeness, and relevance. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1) • See also MD SLM 2.0 & 3.0, as needed.	• Demonstrate the behaviors of a strategic reader. • Analyze text clues that affect meaning. • Analyze relevant denotative, connotative, and figurative language. (See 11-12 CCSS L.5) • Evaluate available evidence for thoroughness, completeness, and relevance. • Explain and analyze complexities and ambiguities in informational text. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1) • See also MD SLM 2.0 & 3.0, as needed.

READING INFORMATIONAL TEXT

RI2 CCR Anchor Standard Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade 9-10 students:	**Grade 11-12 students:**
RI2 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.	**RI2** 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 produce a complex analysis; provide an objective summary of the text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Objectively summarize a text by including the appropriate key ideas, issues, and specific details. • Analyze ideas, issues, rhetoric devices, and specific details in a text that develop the central idea and/or claim. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Objectively summarize a text by including the appropriate key ideas, issues, and specific details. • Analyze how multiple topics, central ideas, and/or claims interact in a text and explain how they clarify and extend meaning. • Analyze ideas, issues, rhetoric devices, and specific details in a text that develop multiple topics, central ideas and/or claims. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING INFORMATIONAL TEXT

Cluster: Key Ideas and Details	
RI3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Grade 9-10 students:	**Grade 11-12 students:**
RI3 Analyze how an 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. (SC, 9-10)	**RI3** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze and explain the structure of an informational text and how it contributes to meaning and/or purpose. • Analyze and explain the impact of events and individuals in informational texts. • Analyze, explain, and evaluate the author's development of ideas and concepts within informational texts. • Analyze and explain the interrelationships among ideas and concepts within informational texts. (See also CCSS 9-10 SL3) • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1) • See also MD SLM 4.0, as needed.	• Analyze and explain the structure of an informational text and how it contributes to meaning and/or purpose. • Analyze, explain, and evaluate the author's development of complex ideas, concepts, events, and individuals within informational texts. • Analyze and explain the interrelationship among complex ideas, concepts, individuals, and sequence of events within informational texts. (See also CCSS 11-12 SL3) • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1) • See also MD SLM 4.0, as needed.

READING INFORMATIONAL TEXT

Cluster: Craft and Structure	
RI4 CCR Anchor Standard Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Grade 9-10 students:	**Grade 11-12 students:**
RI4 Determine the meaning of words and phrases as they are used in the 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.) (SC, 9-10)	**RI4** Determine the meaning of words and phrases as they are used in the 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 *faction* in *Federalist* No. 10). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary. • Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone. • Analyze and explain the cumulative impact of the author's manipulation of language (syntax, diction) on meaning and tone. • Compare and contrast the syntax and tone of informational texts written for differing audiences and purposes. • Participate actively and appropriately in discussions about informational text.	• Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words. • Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone. • Analyze, explain, and evaluate an author's deliberate manipulation of language (syntax, diction) to create meaning and tone. • Trace and analyze the development of a key term(s) over the course of a text. • Participate actively and appropriately in discussions about informational text.

READING INFORMATIONAL TEXT

Grade 9-10 students:	Grade 11-12 students:
• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• nterpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING INFORMATIONAL TEXT

Cluster: Craft and Structure	
RI5 CCR Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Grade 9-10 students:	**Grade 11-12 students:**
RI5 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). (SC, 9-10)	**RI5** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze the effect of structural characteristics on meaning and/or purpose in an informational text. • Describe the structure of an argument; identify its claims and evidence. • Analyze and explain how an author deliberately manipulates language and text structures to develop and refine ideas or claims. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Analyze and evaluate the effect of the structural characteristics on meaning and/or purpose in an informational text. • Describe the structure of an argument; identify its claims and evidence; and evaluate connections among evidence, inferences, and claims. • Analyze and evaluate the effectiveness of an author's organization, structure, and syntax as they contribute to a text's overall meaning, purpose, and effect. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING INFORMATIONAL TEXT

Cluster: Craft and Structure	
RI6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a text.	
Grade 9-10 students:	**Grade 11-12 students:**
RI6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose. (SC, 9-10)	**RI6** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Identify and explain an author's point of view or purpose in an informational text. • Demonstrate understanding of rhetorical appeals. • Analyze and explain the author's use of rhetoric and its contribution to meaning, point of view, and/or purpose of the text. (See also CCSS 9-10 SL3) • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Identify and explain an author's point of view or purpose in an informational text. • Demonstrate understanding of rhetorical appeals. • Analyze the effectiveness of the author's use of rhetoric and its contribution to meaning, point of view, and/or purpose of the text. (See also CCSS 11-12 SL3) • Analyze an author's style and how it contributes to the purpose, meaning, tone, and effectiveness of a text. • Analyze how an author manipulates content, rhetoric, and style to achieve a purpose or create an effect. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas	
RI7 CCR Anchor Standard Integrate and evaluate content presented in diverse formats and accessible media, including visually and quantitatively, as well as in words.	
Grade 9-10 students:	**Grade 11-12 students:**
RI7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both ~~print~~ braille and accessible multimedia), determining which details are emphasized in each account. (SC, 9-10)	**RI7** Integrate and evaluate multiple sources of information presented in different media or accessible formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader or~~, l~~istener~~, or viewer of print~~ braille, non-print, and accessible digital text. • Analyze ~~print~~ braille, non-print, and accessible digital text for relevant details that are emphasized in an informational text and that contribute to meaning. • Compare, contrast, draw conclusions, and connect significant details and ideas between two different mediums. (See also CCSS 9-10 W.6, W.7, W.8, W.9b, SL2) • Participate actively and appropriately in discussions about informational text.	• Demonstrate the behaviors of a strategic reader or~~, l~~istener~~, or viewer of print~~ braille, non-print, and accessible digital text. • Analyze ~~print~~ braille, non-print, and accessible digital text for explicit details that are relevant to addressing a question or solving a problem. (See also MD Standard SLM 4.0) • Compare, contrast, draw conclusions, and connect significant details and ideas between and among different media or formats. • Evaluate information from multiple sources of ~~print~~ braille, non-print, and accessible digital texts, for relevance, reliability, and validity. • Participate actively and appropriately in discussions about informational text. • Integrate information from multiple sources of ~~print~~ braille, non-print, and accessible digital texts to address a question or solve a problem. (See also CCSS11-12 W.6, W.7, W.8, W.9b, SL2)

READING INFORMATIONAL TEXT

Grade 9-10 students:	Grade 11-12 students:
• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1) • See also MD Standard SLM 4.0	• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1) • See also MD Standard SLM 4.0

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas	
RI8 CCR Anchor Standard Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grade 9-10 students:	**Grade 11-12 students:**
RI8 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. (SC, 9-10)	**RI8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze and evaluate connections among evidence, inferences, and claims in an argument. • Analyze an author's implicit and explicit assumptions and beliefs about a subject. • Identify and explain common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma). • Evaluate the credibility of an author's argument by analyzing the manipulation of language, as well as the range, sufficiency, quality, relevance, and validity of the claims. (See also CCSS 9-10 SL2, SL3) • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1 (See also MD Standard SLM 4.0)	• Identify and explain constitutional principles and legal reasoning in seminal U.S. texts. • Analyze and evaluate connections among evidence, inferences, and claims in an argument. (See also MD Standard SLM 4.0) • Analyze an author's implicit and explicit assumptions and beliefs about a subject. • Evaluate an author's reasoning by analyzing the manipulation of language, as well as the range, sufficiency, quality, credibility, relevance, and validity of evidence. (See also CCSS11-12 SL2, SL3) • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1) • See also MD Standard SLM 4.0

READING INFORMATIONAL TEXT

Cluster: Integration of Knowledge and Ideas	
RI9 CCR Anchor Standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Grade 9-10 students:	**Grade 11-12 students:**
RI9 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. (SC, 11-12)	**RI9** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze and explain the historical, cultural, and literary significance of specific seminal U. S. documents. • Identify and explain themes and concepts common to specific time periods in American history. • Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in seminal U.S. documents. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1) See also MD Standard SLM 4.0	• Identify and explain themes and concepts common to specific time periods in American history. • Analyze author's purpose in foundational U. S. documents of the seventeenth-, eighteenth-, and nineteenth- centuries. • Analyze and explain the historical, cultural, and literary significance of specific foundational U. S. documents of the seventeenth-, eighteenth-, and nineteenth- centuries. • Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in foundational U.S. documents of the seventeenth-, eighteenth- and nineteenth- centuries. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1) See also MD Standard SLM 4.0

READING INFORMATIONAL TEXT

Cluster: Range of Reading and Level of Text Complexity	
RI10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.	
Grade 9-10 students:	**Grade 11-12 students:**
RI10 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 end of the grades 9-10 text complexity band independently and proficiently.	**RI10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 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 11-12 text complexity band independently and proficiently.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate understanding of a wide range of sufficiently complex literary nonfiction. (See also MD SLM 6.0) ○ Comprehend texts of steadily increasing complexity, with scaffolding as needed. ○ As an emerging adult reader, set personal reading goals to self select and explore texts of different disciplines and increasing complexity. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Demonstrate understanding of a wide range of sufficiently complex literary nonfiction. (See also MD SLM 6.0) ○ Comprehend texts of steadily increasing complexity. ○ As an emerging adult reader, set personal reading goals to self select and explore texts of different genres and increasing complexity. • Participate actively and appropriately in discussions about informational text. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)

READING: LITERATURE

Cluster: Key Ideas and Details		
RL1 CCR Anchor Standard Read closely to determine what the braille 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.		
PK students:		
RL1 With modeling and prompting, answer questions about details in a braille text. **Essential Skills and Knowledge** • With modeling and support, ○ listen to a wide variety of literary texts (fiction, non-fiction, fables, folktales, realistic fiction, historical fiction, poems, plays, etc.) from a wide variety of cultures related to personal interests ○ develop awareness of strategies that are used to monitor understanding **before**, **during**, and **after** reading, viewing, or listening to literary text ○ **before** reading use prior knowledge and experiences to make connections to literary text ○ **before** reading make predictions and/or ask questions about the braille text by examining the title, cover, described illustrations/photographs and/or text ○ **during** Interactive Read Alouds of literary text listen, ask and answer questions as appropriate ○ **after** reading engage in conversations to facilitate recall of details in order to answer questions about the text ○ **after** reading respond to text, recalling details through discussions, dramatizing, drawing and/or writing		

READING: LITERATURE

Cluster: Key Ideas and Details		
RL2 CCR Anchor Standard Determine central ideas or themes of a braille text and analyze their development; summarize the key supporting details and ideas.		
PK students:		
RL2 With modeling and support, retell familiar stories/poems. **Essential Skills and Knowledge** • With modeling and support, ◦ listen to and discuss a wide variety of complex literary texts (narrative text structure, both fiction and non-fiction including plays, stories and poems) representing diverse cultures, perspectives and ethnicities ◦ determine the important ideas and messages in literary texts ◦ identify the beginning, middle and end of text ◦ retell the text or part of the text in an appropriate sequence		

READING: LITERATURE

Cluster: Key Ideas and Details		
RL3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of braille text.		
PK students:		
RL3 With modeling and support, identify characters, settings and major events in a story. **Essential Skills and Knowledge** • With modeling and support, ◦ understand the terms: character and setting ◦ identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, writing, drawing, etc.		

Cluster: Craft and Structure		
RL4 CCR Anchor Standard Interpret words and phrases as they are used in a braille text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
PK students:		
RL4 With modeling and support, answer questions about unknown words in stories and poems. **Essential Skills and Knowledge** • With modeling and support, ◦ activate prior knowledge and experiences to determine the meaning of unknown words ◦ use text and descriptions of illustrations to identify meaning of unknown words		

READING: LITERATURE

Cluster: Craft and Structure		
RL5 CCR Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the braille text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
PK students:		
RL5 Gain exposure to common types of literary texts (e.g., storybooks, poems).		
Essential Skills and Knowledge		
• With modeling and support, ◦ explore/discuss different types/genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction) representing diverse cultures, perspectives and ethnicities ◦ compare different versions of the same story, rhyme, or traditional tale		

Cluster: Craft and Structure		
RL6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a braille text.		
PK students:		
RL6 With modeling and support, identify the role of author and illustrator.		
Essential Skills and Knowledge		
• With modeling and support, identify the role of (and use the terms) authors and illustrators.		

READING: LITERATURE

Cluster: Integration of Knowledge and Ideas		
RL7 CCR Anchor Standard Integrate and evaluate content presented in diverse accessible media and formats, including visually and quantitatively, as well as in words.*		
PK students:		
RL7 With modeling and support and descriptions, tell how the illustrations support the story.		
Essential Skills and Knowledge		
• With modeling and support, ◦ ~~describe the illustrations in a story~~ ◦ participate in discussions about the information derived from details in the descriptions of illustrations in a story and how the details contribute to the understanding of a story		

Cluster: Integration of Knowledge and Ideas		
RL8 CCR Anchor Standard (Not applicable to literature)		
PK students:		
RL8 (Not applicable to literature)		

READING: LITERATURE

Cluster: Integration of Knowledge and Ideas		
RL9 CCR Anchor Standard Analyze how two or more braille texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
PK students:		
RL9 With modeling and support, compare adventures and experiences of characters in familiar stories.		
Essential Skills and Knowledge		
• With modeling and support, ◦ explore/discuss story elements, including characters and events ◦ discuss what characters do and say in a familiar story ◦ recognize that characters have unique adventures and experiences ◦ compare characters, including their experiences and actions		

READING: LITERATURE

Cluster: Range of Reading and Level of Text Complexity		
RL10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.		
PK students:		
RL10 Actively engage in group reading activities with purpose and understanding. **Essential Skills and Knowledge** • With modeling and support, ◦ develop comprehension skills by listening to a variety of appropriate increasingly complex literary texts (self selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods (fiction and non-fiction) from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales, fantasy, etc.) ◦ use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases ◦ apply before, during and after reading strategies for a variety of literary texts ◦ participate in collaborative conversations with peers about grade level complex literary text		

READING: LITERATURE

Cluster: Key Ideas and Details		
RL1 CCR Anchor Standard Read closely to determine what the braille 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RL1 With prompting and support, ask and answer questions about key details in a braille text. (SC, K)	**RL1** Ask and answer questions about key details in a braille text. (SC, 1)	**RL1** Ask and answer such questions as *who, what, where*, *when,* and *how* to demonstrate understanding in a braille text. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, apply appropriate strategies **before reading, viewing, or listening to** a text: ◦ use prior knowledge and experiences to make connections to the text ◦ make predictions or ask questions about the text by examining the title, cover, described illustrations/photographs/text, and familiar topic ◦ set a purpose for reading and identify type of text	• Apply appropriate strategies **before reading, viewing, or listening to** a text: ◦ use prior knowledge and experiences to make connections to the text ◦ make predictions or ask questions about the text by examining the title, cover, described illustrations/photographs/text, and familiar author or topic ◦ set a purpose for reading and identify type of text	• Apply appropriate strategies **before reading, viewing, or listening to** a text: ◦ use prior knowledge and experiences to make and explain connections to the text ◦ make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic ◦ set a purpose for reading and identify type of text

READING: LITERATURE

Kindergartners:	Grade 1 students:	Grade 2 students:
• With prompting and support, apply appropriate strategies to monitor understanding **during reading, viewing, or listening to** a text: ◦ recall and discuss what is understood ◦ identify and question what did not make sense ◦ make, confirm, or adjust predictions ◦ look back through the text for connections between topics, events, characters, and actions in stories to specific life experiences	• Apply appropriate strategies to monitor understanding **during reading, viewing, or listening to** a text: ◦ recall and discuss what is understood ◦ identify and question what did not make sense ◦ reread difficult parts and use own words to restate ◦ make, confirm, or adjust predictions	• Apply appropriate strategies to monitor understanding **during reading, viewing, or listening to** a text: ◦ recall and discuss what is understood ◦ revisit, read on, and restate the difficult parts in your own words ◦ make, confirm, or adjust predictions ◦ periodically summarize while reading ◦ visualize what is read search for connections between and among ideas
• With prompting and support, demonstrate understanding **after reading, viewing, or listening to** a text: ◦ retell and discuss the text ◦ engage in conversation to understand the text ◦ determine the main idea of a text	• Demonstrate understanding **after reading, viewing, or listening to** a text: ◦ retell and discuss the text ◦ engage in conversation to understand the text ◦ determine the main idea of a text	• Demonstrate understanding **after reading, viewing, or listening to** a text: ◦ confirm or refute predictions ◦ retell and discuss the text ◦ identify and explain what is directly stated and what is implied in the text ◦ summarize the text orally • connect text to prior know ledge or personal experience

READING: LITERATURE

Cluster: Key Ideas and Details		
RL1 CCR Anchor Standard Read closely to determine what the braille 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RL1 With prompting and support, ask and answer questions about key details in a braille text. (SC, K)	**RL1** Ask and answer questions about key details in a braille text. (SC, 1)	**RL1** Ask and answer such questions as *who, what, where*, *when*, and *how* to demonstrate understanding in a braille text. (SC, 2)**c**
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, participate actively and appropriately in discussions about literary text. (See CCSS K SL1, 2, 3.) • With prompting and support, respond to questions about text by speaking, dramatizing, or writing, including the use of accessible technology. (See CCSS K SL5; CCSS K W6; MD SLM K-1 5A1.a.) • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 1 L1.)	• Participate actively and appropriately in discussions about literary text. (See CCSS 1 SL1, 2, 3.) • Generate questions to clarify a text. • Respond to questions about text by speaking, dramatizing, or writing, including the use of accessible technology. (See CCSS 1 SL5; CCSS 1 W6; MD SLM K-1 5A1.a.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 1 L1.)	• Participate actively and appropriately in discussions about literary text. (See CCSS 2 SL1, 2, 3.) • Generate oral and written questions about details in the text. • Respond orally and in written form to specific questions using key details in the text. (See CCSS 2 SL3, CCSS 2 W8.) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS 2 L3.)

READING: LITERATURE

RL2 CCR Anchor Standard Determine central ideas or themes of a braille text and analyze their development; summarize the key supporting details and ideas.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RL2 With prompting and support, retell familiar stories, including key details. (SC, K)	**RL2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)	**RL2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, and ethnicities ◦ identify the elements of a story, (e.g., characters, setting, problem, and solution) ◦ identify key details in literary text ◦ retell story events in a logical sequence	• Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, and ethnicities. • Identify the elements of a story, (e.g., characters, setting, problem, and solution). • Identify key details in literary text. • Analyze key details to determine the central message or lesson in literary text. • Retell story events in a logical sequence.	• Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, ethnicities, and time periods. • Identify and explain the elements of a story, (e.g. character (s), setting, problem, solution, plot). • Identify key details in literary text. • Analyze key details to determine the central message, lesson, or moral of literary text. • Retell story events in sequential order.

READING: LITERATURE

Kindergartners:	Grade 1 students:	Grade 2 students:
• With prompting and support, demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS K L1)	• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS 1 SL4.) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 1 L1)	• Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS 2 SL4) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS 2 L3.)

READING: LITERATURE

Cluster: Key Ideas and Details		
RL3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of braille text.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RL3 With prompting and support, identify characters, settings, and major events in a story. (SC, K)	**RL3** Describe characters, settings, and major events in a story, using key details. (SC, 1)	**RL3** Describe how characters in a story respond to major events and challenges. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ understand the terms: character, setting, major events ◦ identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, developmentally appropriate writing, drawing, etc.	• Identify the elements in a story, including characters and the setting. • Identify key details in a story. • Retell the events in a story in a logical sequence. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS 1 SL4)	• Draw conclusions about characters in a story to determine their traits. • Identify major events and challenges in the text • Identify cause/effect relationships between characters and major story events and challenges in a text. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS 2 SL4)
• With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS K L1.)	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 1 L1.)	• Use knowledge of language and its conventions when writing or speaking. (CCSS 2 L3.)

READING: LITERATURE

Cluster: Craft and Structure		
RL4 CCR Anchor Standard Interpret words and phrases as they are used in a braille text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
RL4 Ask and answer questions about unknown words in a braille text.	**RL4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (SC, 1)	**RL4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• • • • • • With prompting and support, ◦ use braille text and descriptions of illustrations to identify meaning of unknown words ◦ understand relationship between words and feelings ◦ explain how text features contribute to the meaning of a story • Identify real-life connections between words and their use (e.g., note places at school that are colorful/noisy). (CCSS K L5.c)	• Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS 1 L4.a) • Use braille text and descriptions of illustrations to identify words or phrases that create a feeling or connect with the senses. • Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS 1 L5.c)	• Identify literary elements such as rhyme, rhythm, repetition, and alliteration in poems, stories, and songs presented in a variety of accessible formats. • Explain how repetition supplies rhythm and meaning in a story, poem, or song.

READING: LITERATURE

RL5 CCR Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the braille text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Kindergarteners:	**Grade 1 students:**	**Grade 2 students:**
RL5 Recognize common types of braille texts (e.g., storybooks, poems).	**RL5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**RL5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ discuss characteristics of different genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction) ◦ compare different versions of the same story, rhyme, or traditional tale	• Listen to, read, and discuss a variety of literary texts, both fiction and nonfiction. • Identify similarities and differences between fiction and nonfiction texts.	• Listen to, read, and examine a variety of literary texts, both fiction and nonfiction to identify story structure. • Retell a story using sequencing words (e.g., first, so, then, next, after that, finally) to describe beginning to end. (See CCSS 2 SL2.)
• With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS K L1.)	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 1 L1.)	• Use knowledge of language and its conventions when writing or speaking. (CCSS 2 L3.)

READING: LITERATURE

RL6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a braille text.		
Kindergarteners:	**Grade 1 students:**	**Grade 2 students:**
RL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**RL6** Identify who is telling the story at various points in a braille text.	**RL6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, identify the role of (and use the terms) authors and illustrators.	• Define the role of the narrator of a story. • Use knowledge of characters and story events to determine who is telling the story at various points in a text.	• Explain who is telling a story. • Compare and contrast different points of view of characters in a story. • Demonstrate appropriate fluency and adjust speech to represent different points of view when reading dialogue aloud.

READING: LITERATURE

Cluster: Integration of Knowledge and Ideas		
RL7 CCR Anchor Standard Integrate and evaluate content presented in diverse accessible media and formats, including visually and quantitatively, as well as in words.*		
Kindergarteners:	**Grade 1 students:**	**Grade 2 students:**
RL7 With prompting and support, describe the relationship between descriptions of illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (SC,K)	**RL7** Use descriptions of illustrations and details in a story to describe its characters, setting, or events. (SC, 1)	**RL7** Use information gained from the descriptions of illustrations and words in ~~print~~ braille or accessible digital text to demonstrate understanding of its characters, setting, or plot. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ ~~describe the illustrations in a story with relevant details~~ ◦ explain how illustrations contribute to understanding a story • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS K L1.)	• Explain the connection between the illustrations and words in a story. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS 1 SL4.) • Add drawings or other ~~visual~~ tactual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (See CCSS 1 SL5.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 1 L1.)	• Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies. • Describe how text features, specifically illustrations, aid in understanding of a text. • Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. (See CCSS 2 SL4.) • Create audio recordings or add drawings or other visual or tactual displays when appropriate to clarify ideas, thoughts, and feelings. (See CCSS 2 SL5.) • Use knowledge of language and its conventions when writing or speaking. (CCSS 2 L3.)

READING: LITERATURE

RL8 CCR Anchor Standard (Not applicable to literature)		
Kindergarteners:	**Grade 1 students:**	**Grade 2 students:**
RL8 (Not applicable to literature)	**RL8** (Not applicable to literature)	**RL8** (Not applicable to literature)

RL9 CCR Anchor Standard Analyze how two or more braille texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Kindergarteners:	**Grade 1 students:**	**Grade 2 students:**
RL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**RL9** Compare and contrast the adventures and experiences of characters in stories.	**RL9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ explore/discuss story elements, including character(s) and events ◦ discuss what characters do and say in a familiar story ◦ recognize that characters have unique adventures and experiences ◦ compare characters, including their experiences and actions • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS K L1.)	• Identify characters and events in stories. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS 1 SL4.) • Identify likenesses and differences between characters and events in stories. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 1 L1.)	• Listen to, read, and discuss two or more versions of the same story by different authors or from different cultures. • Identify likenesses and differences between characters, settings, and events in two or more versions of the same story. • Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. (See CCSS 2 SL4.) • Use knowledge of language and its conventions when writing or speaking. (CCSS 2 L3.)

READING: LITERATURE

Cluster: Range of Reading and Level of Text Complexity		
RL10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.		
Kindergarteners:	**Grade 1 students:**	**Grade 2 students:**
RL10 Actively engage in group reading activities with purpose and understanding.	**RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1. (SC, 1)	**RL10** By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ develop comprehension skills by listening to a variety of appropriate increasingly complex literary texts (self selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods (fiction and non-fiction) from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales and fantasy, etc.) ◦ use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases ◦ apply before, during and after reading strategies for a variety of literary texts ◦ participate in collaborative conversations with peers about grade level complex text (See CCSS K SL 1.) • With prompting and support, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS K L1.)	• With prompting and support, read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods. • With prompting and support, read and comprehend text of steadily increasing complexity. • Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS 1 SL1)	• Read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods. • With guidance and support, read and comprehend text of steadily increasing complexity. • Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (CCSS 2 SL1)

READING: LITERATURE

Cluster: Key Ideas and Details		
RL1 CCR Anchor Standard Read closely to determine what the braille text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL1 Ask and answer questions to demonstrate understanding of a braille text, referring explicitly to the text as the basis for the answers. (SC, 3) **Essential Skills and Knowledge**	**RL1** Refer to details and examples in a braille text when explaining what the text says explicitly and when drawing inferences from the text. (SC, 4) **Essential Skills and Knowledge**	**RL1** Quote accurately from a text when explaining what the braille text says explicitly and when drawing inferences from the text. (SC, 5) **Essential Skills and Knowledge**
• Apply appropriate strategies **before reading, viewing, or listening to** a text: ◦ preview and survey the text ◦ access prior knowledge about the text ◦ formulate purpose-setting questions ◦ make predictions • Apply appropriate strategies to monitor understanding **when reading, viewing, or listening to** a text: ◦ reread as necessary ◦ determine main ideas of portions of the text ◦ periodically restate, retell, paraphrase, and/or summarize (See CCSS 4 RL2; SL4, 6.) ◦ connect ideas within the text ◦ make, confirm, and/or modify questions, inferences, and predictions ◦ visualize	• Apply appropriate strategies **before reading, viewing, or listening to** a text: ◦ preview and survey the text ◦ access prior knowledge about the text ◦ formulate purpose-setting questions ◦ make predictions • Apply appropriate strategies to monitor understanding **when reading, viewing, or listening to** a text: ◦ reread as necessary ◦ determine main ideas of portions of the text ◦ periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS 4 SL4, 6.) ◦ connect ideas within the text ◦ make, confirm, and/or modify questions, inferences, and predictions ◦ visualize	• Apply appropriate strategies **before reading, viewing, or listening to** a text: ◦ preview and survey the text ◦ access prior knowledge about the text ◦ formulate purpose-setting questions ◦ make predictions • Apply appropriate strategies to monitor understanding **when reading, viewing, or listening to** a text: ◦ reread as necessary ◦ determine main ideas of portions of the text ◦ periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS 5 SL4, 6.) ◦ connect ideas within the text ◦ make, confirm, and/or modify questions, inferences, and predictions ◦ visualize

READING: LITERATURE

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Demonstrate understanding, either orally or in writing, **after reading, viewing, or listening to** a text: ◦ determine and explain the main idea (explicit or inferred) of the text ◦ summarize the text (See CCSS 4 RL2; SL4, 6) ◦ identify what is directly stated in the text ◦ draw inferences and conclusions from the text ◦ confirm, refute, and/or make predictions about the text ◦ connect prior knowledge or experience to the text	• Demonstrate understanding, either orally or in writing, **after reading, viewing, or listening to** a text: ◦ determine and explain main ideas (explicit or inferred) of the text ◦ summarize the text (See CCSS 4 SL4, 6; MD SLM 4-5 4A2.) ◦ explain what is directly stated in the text by citing specific details and examples from the text ◦ explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text ◦ synthesize information and ideas ◦ confirm, refute and/or make predictions about the text • connect prior knowledge or experience to the text	• Demonstrate understanding, either orally or in writing, **after reading, viewing, or listening to** a text: ◦ determine and explain main ideas (explicit or inferred) of the text ◦ summarize the text (See CCSS 5 SL4, 6; MD SLM 4A2.) ◦ explain what is directly stated in the text by citing specific details and examples from the text ◦ explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text ◦ synthesize information and ideas ◦ confirm, refute, and/or make predictions about the text • connect prior knowledge or experience to the text

READING: LITERATURE

Cluster: Key Ideas and Details		
RL1 CCR Anchor Standard Read closely to determine what the braille text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL1 Ask and answer questions to demonstrate understanding of a braille text, referring explicitly to the text as the basis for the answers.	**RL1** Refer to details and examples in a braille text when explaining what the text says explicitly and when drawing inferences from the text.	**RL1** Quote accurately from a braille text when explaining what the text says explicitly and when drawing inferences from the text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand. • Select relevant textual evidence when responding either orally or in writing to text-specific questions.	• Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand. • Select only relevant textual evidence when responding either orally or in writing to text-specific questions.	• Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand. • Justify the selection of textual evidence when responding either orally or in writing to text-specific questions. • Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions. ◦ Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions. (See CCSS 4 L2.b.)

READING: LITERATURE

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Participate actively and appropriately in discussions about literary text. (See CCSS 3 SL 1, 2, 3.) • Apply knowledge of standard English when writing about or discussing literature. (See CCSS 3 L1, 2.) • Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS 3 L6.)	• Participate actively and appropriately in discussions about literary text. (See CCSS 4 SL 1, 2, 3.) • Apply knowledge of standard English when writing about or discussing literature. (See CCSS 4 L1, 2.) • Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS 4 L6.)	• Participate actively and appropriately in discussions about literary text. (See CCSS 5 SL 1, 2, 3.) • Apply knowledge of standard English when writing about or discussing literature. (See CCSS 5 L1, 2.) • Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions. (See CCSS 5 L6.)

READING: LITERATURE

Cluster: Key Ideas and Details		
RL2 CCR Anchor Standard Determine central ideas or themes of a braille text and analyze their development; summarize the key supporting details and ideas.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL2 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 braille text. (SC, 3)	**RL2** Determine a theme of a story, drama, or poem from details in the braille text; summarize the braille text. (SC, 4)	**RL2** Determine a theme of a story, drama, or poem from details in the braille 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 braille text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify and distinguish among literary texts, including types of stories, poems, and plays. • Restate, retell, paraphrase, and/or summarize the text and/or parts of the text either orally or in writing. (See CCSS 4 RL2; 3 W9; 3 SL4, 6.) ◦ Differentiate between key and minor details and events from the beginning, middle, and end of a literary text. (See CCSS 3 RI2.) ◦ Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events). •	• Summarize a literary text either orally or in writing. (See CCSS 4 RI2; W9; SL4, 6.) ◦ Determine the key events from the beginning, middle, and end of the text. (See CCSS 4 RI2.) ◦ Analyze narrative elements of the text, including character(s), setting, and plot. ◦ Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect.	• Summarize a literary text either orally or in writing, including key events from the beginning, middle, and end of the text. (See CCSS 5 W9; SL4, 6.)

READING: LITERATURE

Grade 3 students:	Grade 4 students:	Grade 5 students:
◦ Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect. (See CCSS 3 RI2.)		
• Analyze details and events in a literary text to determine a message, lesson, or moral. ◦ Differentiate between a main idea and a central message, lesson, or moral. ◦ Connect appropriate key details to determine how the author conveys a message, lesson, or moral. (See CCSS 3 W2.)	• Analyze details about characters, setting, and plot in a literary text to infer a theme. ◦ Differentiate between a topic and a theme. ◦ Differentiate between a literary theme and a message, lesson, or moral. ◦ Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.	• Analyze details about characters, setting, and plot in a literary text to infer a theme. ◦ Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem. ◦ Analyze the conflicts encountered by the characters in a literary text, including how characters respond to those conflicts. ◦ Analyze the development of the plot, including exposition, rising action, climax, falling action, denouement, as well as subplots. ◦ Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.
• Participate actively and appropriately in discussions about literary text. (See CCSS 3 SL 1, 2, 3.)	• Participate actively and appropriately in discussions about literary text. (See CCSS 4 SL 1, 2, 3.)	• Participate actively and appropriately in discussions about literary text. (See CCSS 5 SL 1, 2, 3.)

READING: LITERATURE

Cluster: Key Ideas and Details		
RL2 CCR Anchor Standard Determine central ideas or themes of a braille text and analyze their development; summarize the key supporting details and ideas.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL2 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 braille text. (SC, 3) **Essential Skills and Knowledge**	**RL2** Determine a theme of a story, drama, or poem from details in the text; summarize the braille text. (SC, 4) **Essential Skills and Knowledge**	**RL2** 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 braille text. **Essential Skills and Knowledge**
• Apply knowledge of standard English when writing about or discussing literature. (See CCSS 3 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 3 W9, L6.)	• Apply knowledge of standard English when writing about or discussing literature. (See CCSS 4 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 4 W9, L6.)	• Apply knowledge of standard English when writing about or discussing literature. (See CCSS 5 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 5 W9,L6.)

READING: LITERATURE

Cluster: Key Ideas and Details		
RL3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of braille text.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (SC, 3)	**RL3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the braille text (e.g., a character's thoughts, words, or actions). (SC, 4)	**RL3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the braille text (e.g., how characters interact). (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Draw conclusions and make inferences about characters, referring to the text for support. • Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships. • Participate actively and appropriately in discussions about literary text. (See CCSS 3 SL 1, 2, 3.)	• Analyze the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters. • Analyze the setting or an aspect of the setting (e.g. time, place, historical backdrop, and determine its contribution to the mood and/or the plot.) • Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood.) • Participate actively and appropriately in discussions about literary text. (See CCSS 4 SL 1, 2, 3.)	• Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot. • Analyze similarities and differences among different settings, focusing on how they affect the mood and the plot. • Analyze similarities and differences among different events, focusing on how they affect the characters, mood, and plot. • Participate actively and appropriately in discussions about literary text. (See CCSS 5 SL 1, 2, 3.)

READING: LITERATURE

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Apply knowledge of standard English when writing about or discussing literature. (See CCSS 3 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 3 W9, L6.)	• Apply knowledge of standard English when writing about or discussing literature. (See CCSS 4 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W9, 4 L6.)	• Apply knowledge of standard English when writing about or discussing literature. (See CCSS 5 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 5 W9, L6.)

READING: LITERATURE

Cluster: Craft and Structure		
RL4 CCR Anchor Standard Interpret words and phrases as they are used in a braille text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL4 Determine the meaning of words and phrases as they are used in a braille text, distinguishing literal from nonliteral language. (SC, 3)	**RL4** Determine the meaning of words and phrases as they are used in a braille text, including those that allude to significant characters found in mythology (e.g., Herculean).	**RL4** Determine the meaning of words and phrases as they are used in a braille text, including figurative language such as metaphors and similes. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS 3 L4.a) • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (CCSS 3 L4.b) • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (CCSS 3 L4.c)	• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS 4 L4.a) • • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). (CCSS 4 L4.b)	• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS 5 L4.a) • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). (CCSS 5 L4.b)

READING: LITERATURE

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). (See CCSS 3 L5.a.) • Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). CCSS 3 L5.b) • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (CCSS 3 L5.c.) • Use glossaries or beginning dictionaries, both ~~print~~ braille and accessible digital, to determine or clarify the precise meaning of key words and phrases in context. (CCSS 3 L4.d)	• Explain the meaning of figurative language, including simple similes and metaphors (e.g., as *pretty as a picture*) in context. (CCSS 4 L5.a.) • Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS 4 L5.b.) • Differentiate between denotation and connotation. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS 4 L5.c.) • Apply an understanding of the term *allusion* by Identifying and explaining mythological allusions found in literature in the grades 4–5 text complexity band. (See CCSS 4 RL 10.) • Analyze how word choice affects meaning. • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both ~~print~~ braille and accessible digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context. (CCSS 4 L4.c)	• Interpret figurative language, including similes and metaphors, in context. (CCSS 5 L5.a) • Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS 5 L5.b.) • Explain the difference between the denotation and the connotation of a specific word. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS 5 L5.c.) • Interpret literary and mythological allusions found in literature in the grades 4-5 text complexity band. (See CCSS 4 RL 10.) • Analyze how word choice affects meaning. • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both ~~print~~ braille and accessible digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context. (CCSS 5 L4.c)

READING: LITERATURE

Cluster: Craft and Structure		
RL5 CCR Anchor Standard Analyze the structure of braille texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a braille text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**RL5** 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 braille text.	**RL5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply academic and domain-specific vocabulary when writing or speaking about the structure of a specific type of literary text (e.g., chapter, scene, stanza). (See CCSS 3 W9, L6.) • Explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution).	• Apply academic and domain-specific vocabulary when writing or speaking about a literary genre and its specific structure (e.g., chapter, scene, stanza). (See CCSS 4 W9, L6.) • Analyze the details and events in structural elements of a literary text (e.g., chapters, scenes, stanzas, of stories, dramas, and poems).	• Apply academic and domain-specific vocabulary when writing or speaking about literary genres and their structure (e.g., chapter, scene, stanza). (See CCSS 5 W9, L6.) • Analyze the details and events in structural elements of a literary text (e.g., chapters, scenes, stanzas, of stories, dramas, and poems). • Draw conclusions about the relationships between and among structural elements (e.g., foreshadowing, flashback, motifs carried over from one section of a text to another).

READING: LITERATURE

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Apply knowledge of standard English when writing about or discussing literature. (See CCSS 3 L1, 2.) • Participate actively and appropriately in discussions about literary text. (See CCSS 3 SL 1, 2, 3.)	• Apply knowledge of standard English when writing about or discussing literature. (See CCSS 3 L1, 2.) • Participate actively and appropriately in discussions about literary text. (See CCSS 4 SL 1, 2, 3.)	• Apply knowledge of standard English when writing about or discussing literature. (See CCSS 3 L1, 2.) • Participate actively and appropriately in discussions about literary text. (See CCSS 4 SL 1, 2, 3.)

READING: LITERATURE

Cluster: Craft and Structure		
RL6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a braille text.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL6 Distinguish their own point of view from that of the narrator or those of the characters.	**RL6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**RL6** Describe how a narrator's or speaker's point of view influences how events are described.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Analyze the narrator as a character (e.g., the narrator's feelings about the characters, setting, events). • Analyze characters and distinguish them from the narrator.	• Apply an understanding of point of view as a literary term. • Analyze word choice to determine the point of view of a literary text, (e.g., 1st person, 3rd person narration). • Describe the narrator's relationship to the characters. • Compare and contrast a 1st person narrative with a 3rd person narrative.	• Analyze word choice to determine the point of view of a literary text, including the way in which the narrator tells the story (e.g., in an amusing way, in a serious way, etc.). • Explain the effect of the narrator's or the speaker's point of view on other elements of the text (e.g., events, characters, etc.).

READING: LITERATURE

Cluster: Integration of Knowledge and Ideas		
RL7 CCR Anchor Standard Integrate and evaluate content presented in diverse accessible media and formats, including visually and quantitatively, as well as in words.*		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL7 Explain how specific aspects of descriptions 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). (SC, 3) **Essential Skills and Knowledge**	**RL7** Make connections between the braille 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. **Essential Skills and Knowledge**	**RL7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, accessible multimedia presentation of fiction, folktale, myth, poem). **Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies to the descriptions of non-print aspects of a literary text. • Apply an understanding of the relationship between text features, specifically descriptions of illustrations, and the characters, setting, and mood of a story.	• Demonstrate the behaviors of a strategic listener or viewer by applying before, during, and after strategies. • Compare and contrast a visual or oral presentation of a text (e.g., a film, live performance, etc.) to its ~~print~~ braille version, noting specific instances of similarity and/or difference. (See MD SLM 4-5 6B.)	• Demonstrate the behaviors of a strategic listener or viewer by applying before, during, and after strategies. • Determine the specific elements of ~~visual~~ braille and multimedia texts that are described. (e.g., color, sound, layout, etc.). • Differentiate tone from mood. • Analyze the effect of the elements of visual and multimedia texts that are described. (e.g., use of color, sound, movement, gestures, etc.) on meaning, tone, or beauty. (See MD SLM 4-5 6B.)

READING: LITERATURE

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Support inferences about the relationship between text features with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS 3 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 3 W9, L6.) • Participate actively and appropriately in discussions about literary text. (See CCSS 3 SL 1, 2, 3.) •	• Support inferences and conclusions with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS 4 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 4 W9, L6.) • Participate actively and appropriately in discussions about literary text. (See CCSS 4 SL 1, 2, 3.)	• Support inferences and conclusions with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS 5 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 5 W9, L6.) • Participate actively and appropriately in discussions about literary text. (See CCSS 4 SL 1, 2, 3.)

Cluster: Integration of Knowledge and Ideas		
RL8 CCR Anchor Standard Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL8 (Not applicable to literature)	**RL8** (Not applicable to literature)	**RL8** (Not applicable to literature)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
N/A	N/A	N/A

READING: LITERATURE

Cluster: Integration of Knowledge and Ideas		
RL9 CCR Anchor Standard Analyze how two or more braille texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL9 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).	**RL9** 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.	**RL9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply skills from CCSS 3 RL 1-7 to 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). • Support inferences about the relationship between text features with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS 3 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 3 W9, L6.)	• Determine patterns in topics, themes, and events in various works of literature. • Apply skills from CCSS 4 RL 1-7 to 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. • Support inferences about the relationship between text features with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS 4 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 4 W9, L6.)	• Apply skills from CCSS 5 RL 1-7 to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • Support inferences about the relationship between text features with relevant textual evidence. • Apply knowledge of standard English when writing about or discussing literature. (See CCSS 5 L1, 2.) • Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS 5 W9, L6.)

READING: LITERATURE

Cluster: Range of Reading and Level of Text Complexity		
RL10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
RL10 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.	**RL10** 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.	**RL10** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate understanding of a wide variety of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods. (See MD SLM 2-3 6.0.)	• With scaffolding as needed, demonstrate understanding of a wide variety of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods. (See MD SLM 4-5 6.0.)	• Demonstrate understanding of a wide variety of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods. (See MD SLM 4-5 6.0.)
• Demonstrate understanding of assigned literary texts of steadily increasing complexity.	• Demonstrate understanding of assigned literary texts of steadily increasing complexity.	• Demonstrate understanding of assigned literary texts of steadily increasing complexity.
• Use self-selected literary texts to explore personal interests and learn about themselves as readers. (See MD SLM 2-3 6.0.)	• Use self-selected literary texts both to explore personal interests and challenge themselves as readers. (See MD SLM 4-5 6.0.)	• Use self-selected literary texts both to explore personal interests and challenge themselves as readers. (See MD SLM 4-5 6.0.)
• Set personal goals and conference regularly with adults to improve reading.	• Set personal goals and conference regularly with adults to improve reading.	• Set personal goals and conference regularly with adults to improve reading.

READING: LITERATURE

Cluster: Key Ideas and Details		
RL1 CCR Anchor Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RL1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. • Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.	• Select and apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. • Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.	• Select and apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. • Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.

READING: LITERATURE

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Demonstrate comprehension of a text with after reading strategies by ◦ explaining the main ideas ◦ Identifying what is directly stated in the text ◦ drawing inferences ◦ drawing conclusions ◦ verifying or adjusting predictions ◦ making new predictions ◦ paraphrasing and summarizing (See MD SLM 6-8 4A2.b.) ◦ making connections between the text and oneself.	• Demonstrate comprehension of a text with after reading strategies by ◦ explaining the main ideas ◦ identifying what is directly stated in the text ◦ drawing inferences ◦ drawing conclusions ◦ verifying or adjusting predictions ◦ making new predictions ◦ paraphrasing and summarizing (See MD SLM 6-8 4A2.b.) ◦ making connections between the text and oneself	• Demonstrate comprehension of a text with after reading strategies by ◦ explaining the main ideas ◦ identifying what is directly stated in the text ◦ drawing inferences ◦ drawing conclusions ◦ verifying or adjusting predictions ◦ making new predictions ◦ paraphrasing and summarizing (See MD SLM 6-8 4A2.b.) ◦ making connections between the text and oneself
• Determine and state evidence that confirms the important ideas and messages of a literary text. • Identify evidence to suggest logically what might be true about characters, setting, plot, etc.	• Determine and state multiple pieces of evidence that confirms the important ideas and messages of a literary text. • Identify multiple pieces of evidence to suggest logically what might be true about characters, setting, plot, etc.	• Among multiple pieces of evidence, determine, select, and state the piece of evidence that confirms the meaning of a literary text. • Among multiple pieces of evidence identify the strongest piece of evidence that suggests logically what might be true about characters, setting, plot, etc.

READING: LITERATURE

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. (See CCSS 6 L5.b.) • Distinguish between connotations and denotations of words for understanding. (See CCSS 6 L5.c.) • Participate actively and appropriately in discussions about literary texts. (See CCSS 6 S/L 1 and S/L3.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 6 L6.)	• Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. (See CCSS 7 L5.b.) • Distinguish between connotations and denotations of words for understanding. (See CCSS 7 L5.c.) • Participate actively and appropriately in discussions about literary texts. (See CCSS 7 S/L1 and S/L 3.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 7 L1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 7 L6.)	• Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. (See CCSS 8 L5.b.) • Distinguish between connotations and denotations of words for understanding. (See CCSS 8 L5.c.) • Participate actively and appropriately in discussions about literary texts. (See CCSS 8 S/L1 and S/L 3.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 8 L1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 8 L6.)

READING: LITERATURE

Cluster: Key Ideas and Details		
RL2 CCR Anchor Standard Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL2 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. (SC, 6)	**RL2** 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. (SC, 7)	**RL2** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use significant details of characterization and/or plot development, repeated words, ideas, and/or symbols as clues to theme. • Connect conclusions about character/s, plot, and/or symbols to determine theme. • Present details to accentuate support of main ideas or themes. (See CCSS 6 S/L5.) • Distinguish between subjective and objective summaries. • Paraphrase significant events or details from a text. • Review key ideas expressed through paraphrasing. (See CCSS 6 S/L1.d.)	• Track and examine significant details of character and plot development, repeated words, ideas, and/or symbols through a text. • Present details and examples in a focused, coherent manner. (See CCSS 7 S/L 4.) • Use significant details of character and plot development, repeated words, ideas, and/or symbols to formulate a theme. • Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle and end of a text.	• Determine the interaction among characters, setting, and plot through a text. • Present sound, valid reasoning and well-chosen details in a focused, coherent manner. (See CCSS 8 S/L 4.) • Examine the interaction of characters, setting, and plot to express a theme. • Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text.

READING: LITERATURE

Grade 6 students:	Grade 7 students:	Grade 8 students:
• State or compose a summary that includes events from the beginning, middle, and end of a text. • Use a variety of transition words to convey sequence. (See CCSS 6 W3.c.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 6 L6.)	• Use a variety of transition words to convey sequence. (See CCSS 7 W3.c.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 7 L1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 7 L6.)	• Use a variety of transition words to convey sequence. (See CCSS 8 W3.c.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 8 L1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 8 L6.)

READING: LITERATURE

Cluster: Key Ideas and Details		
RL3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of text.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL3 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. **Essential Skills and Knowledge**	**RL3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (SC, 7) **Essential Skills and Knowledge**	**RL3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character of provoke a decision. (SC, 8) **Essential Skills and Knowledge**
• Apply the basic elements of plot structure in a description of a story's plot. • Apply the basic elements of plot structure and drama structure in a description of a drama's plot. • Apply the elements of characterization in a description of character development. • Use a variety of transition words to convey sequence. (See CCSS 6 W3.c.) • Use precise words and descriptive details to convey events. (See CCSS 6 W3.d.) • Give a conclusion that follows from events. (See CCSS 5 W3.e.)	• Examine and discuss the basic elements of plot structure and characterization. • Examine and discuss the basic elements of drama structure. • Make connections between or among elements of plot or drama structure and characters to determine their effect upon each other. • Use precise words and descriptive details to convey events. (See CCSS 7 W3.d.) • Use evidence from a literary text to support analysis. (See CCSS 7 W9.)	• Examine what a character in a story or drama thinks, says, or does. • Connect how a character's speech, thoughts, or action cause movement within the plot or drama. • Show how a character's speech or thoughts reflect the traits a character displays. • Use precise words and descriptive details to convey events. (See CCSS 8 W3.d.) • Use evidence from a literary text to support analysis. (See CCSS 8 W9.)

READING: LITERATURE

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1) • Use appropriate academic or domain-specific words correctly when writing about or discussing literature. (See CCSS 6 L6.)	• Present claims emphasizing the most important points supported by pertinent descriptions and details. (See CCSS 7 S/L 4.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 7 L1) • Use appropriate academic or domain-specific words correctly when writing about or discussing literature. (See CCSS 7 L6.)	• Present claims emphasizing the most important points supported by pertinent descriptions and details. (See CCSS 8 S/L 4.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 8 L1) • Use appropriate academic or domain-specific words correctly when writing about or discussing literature. (See CCSS 8 L6.)

READING: LITERATURE

Cluster: Craft and Structure		
RL4 CCR Anchor Standard Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL4 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. (SC, 6)	**RL4** 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. (SC, 7)	**RL4** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Use evidence from a literary text to support analysis of word choice. (See CCSS 6 W9.) • Examine the author's word choice as an indicator of tone. • Use the author's word choice as an indicator of tone. • Use context as a clue to the meaning of words and phrases. (See CCSS 6 L4.a.) • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS 6 L4.b)	• Use evidence from a literary text to support analysis of word choice. (See CCSS 7 W9.) • Examine the author's purpose in using sound elements of words. • Use evidence from a literary text to determine tone. • Use context as a clue to the meaning of words and phrases. (See CCSS 7 L4.a.) • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (CCSS 7 L4.b)	• Use evidence from a literary text to support analysis of word choice. (See CCSS 8 W9.) • Interpret analogies and literary allusions as a way to construct meaning in a literary text. • Use context as a clue to the meaning of words and phrases. (See CCSS 8 L4.a.) • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (CCSS 8 L4.b)

READING: LITERATURE

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Verify an inferred meaning of a word or phrase in a dictionary. (See CCSS 6 L4.d.) • Demonstrate an understanding of figurative language and connotation. (See CCSS 6 L5.a, L5. c.)	• Verify an inferred meaning of a word or phrase in a dictionary. (See CCSS 7 L4.d.) • Demonstrate an understanding of figurative language and connotation. (See CCSS 7 L5.a, L5.c.)	• Verify an inferred meaning of a word or phrase in a dictionary. (See CCSS 7 L4.d.) • Examine the effects of diction, tone, figurative language, sound elements and connotation as a way to construct meaning. (See CCSS 8 L5.a, L5.c.)

Cluster: Craft and Structure		
RL5 CCR Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL5 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.	**RL5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**RL5** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate an understanding of the structure of novels, dramas, and poetry. • Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure. • Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance the plot, setting, or theme of a literary text. • Determine how a theme is relayed through particular details in a literary text. (See CCSS 6 RL2.) • Describe how a literary text develops in a series of episodes. (See CCSS 6 RL3.) • Use knowledge of narrative techniques as a means to comprehend events in literary texts. (See CCSS 6 W3.b.) • Use evidence from literary texts to support analysis of text structure. (See CCSS 6 W9.)	• Demonstrate an understanding of and distinguish between dramatic structures and poetic forms. • Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning. • Analyze how elements of a literary text interact. (See CCSS 7 RL 3.) • Use evidence from literary texts to support analysis of a drama's or poem's form or structure. (See CCSS 7 W9.) • Examine how parts of dramatic structure or poetic forms help clarify or fulfill the author's purpose.	• Demonstrate an understanding of literary style. • Explain how the structures of multiple texts are alike and different. • Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written. • Use evidence from literary texts to support a comparative analysis of text structures. (See CCSS 8 W9.) • Use knowledge of language including style. (See CCSS 6 L3.b.)

Cluster: Craft and Structure		
RL6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a text.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL6 Explain how an author develops the point of view of the narrator or speaker in a text.	**RL6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**RL6** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply knowledge of the different types of point of view to a text. • Demonstrate knowledge of person in personal pronouns. (See CCSS 6 L1.c.) • Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns. • Use dialogue to develop characters. (See CCSS 6 W1.b.) • Use vocabulary knowledge when considering words and phrases important to comprehension. (See CCSS 6 L6.)	• Apply knowledge of point of view and characterization to determine multiple narrators. • Explain how multiple narrators/speakers are alike and different. • Examine the conflicting views of multiple narrators/speakers to develop a broad view of the action, characters, or ideas in a literary text. • Analyze inferences drawn from a literary text. (See CCSS 7 RL1.) • Use dialogue to develop characters. (See CCSS 7 W1.b.) • Use vocabulary knowledge when considering words and phrases important to comprehension. (See CCSS 7 L6.)	• Demonstrate knowledge of mood. • Compare and/or contrast one's own views to those of a character or characters. • Explain how shared or opposing points of view between a reader and character can generate a specific mood. • Analyze inferences drawn from a literary text. (See CCSS 7 RL1.) • Use dialogue to develop characters. (See CCSS 8 W1.b.) • Use vocabulary knowledge when considering words and phrases important to comprehension. (See CCSS 8 L6.)

READING: LITERATURE

Cluster: Integration of Knowledge and Ideas		
RL7 CCR Anchor Standard Integrate and evaluate content presented in diverse accessible media and formats, including visually and quantitatively, as well as in words.*		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, described video, or described live version of the text, including contrasting what they "see" and "hear" when reading the text or what they perceive when they listen or watch.	**RL7** Compare and contrast a written story, drama, or poem to its audio, described filmed, described staged, or accessible multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**RL7** Analyze the extent to which a described 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. • Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text. • Compare the reading a literary text versus listening to or viewing a dramatization of a literary text. • Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those sights and sounds from a literary text. (See MD SLM.6-8.6B1.a, 6B1.b.)	• Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. • Explain the likenesses and differences of a literary text versus an audio or a visual version of a literary text. (See MD SLM.6-8.6B1.a, 6B1.b.) • Demonstrate knowledge of techniques available to produce an audio, filmed, or staged version of a literary text. • Explain the likenesses and differences among an audio, filmed, or staged version of a literary text. • Explain the effects produced through audio, filmed, or staged versions of a literary text.	• Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. • Examine the likenesses and differences between a written literary text and its filmed or staged version. (See MD SLM.6-8.6B1.a, 6B1.b.) • Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from the original text.

READING: LITERATURE

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Support ideas with relevant evidence. (See CCSS 6 W1.b.) • Use evidence from literary texts to support reflection. (See CCSS 6 W9.) • Use details presented in diverse accessible media and formats. (See CCSS 6 S/L 2.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 6 L6.)	• Support ideas with relevant evidence. (See CCSS 7 W1.b.) • Use evidence from literary texts to support reflection. (See CCSS 7 W9.) • Use details presented in diverse accessible media and formats. (See CCSS 7 S/L 2.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 7 L1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 7 L6.)	• Support ideas with relevant evidence. (See CCSS 8 W1.b.) • Use evidence from literary texts to support analysis and reflection. (See CCSS 8 W9.) • Use details presented in diverse accessible media and formats and evaluate the motives behind the creation of its presentation. (See CCSS 8 W9.) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 8L1) • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 8 L6.)

Cluster: Integration of Knowledge and Ideas		
RL8 CCR Anchor Standard (Not applicable to literature)		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL8 (Not applicable to literature)	**RL8** (Not applicable to literature)	**RL8** (Not applicable to literature)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
N/A	N/A	N/A

READING: LITERATURE

Cluster: Integration of Knowledge and Ideas		
RL9 CCR Anchor Standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL9 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.	**RL9** 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.	**RL9** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader to a given literary text. • Compare texts addressing comparable topics, ideas, or themes but written in different genres. • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS 6 RL1)	• Demonstrate the behaviors of a strategic reader to a given literary text. • Distinguish between historical fiction and an historical account. • Compare specific texts addressing the same time period in historical fiction and an historical account. • Explain the author's purpose in changing historical fact in a fictional text. • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS 7 RL1)	• Demonstrate the behaviors of a strategic reader to a given literary text. • Demonstrate an understanding of universality. • Compare the literary elements of a modern fiction text to a traditional fiction text. • Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts. • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS 8 RL1)

READING: LITERATURE

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Use evidence from literary texts to support analysis. (See CCSS 6 W9.)	• Use evidence from literary and informational texts to support analysis and reflection. (See CCSS 7 W9.)	• Use evidence from literary texts to support analysis and reflection. (See CCSS 8 W9.)
• Present findings using pertinent details. (See CCSS 6 S/L4.)	• Present findings using pertinent details and facts. (See CCSS 7 S/L4.)	• Present findings using relevant evidence and well-chosen details. (See CCSS 8 W9.)
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1)	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 7 L1)	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 8 L1)
• Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 6 L6.)	• Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 7 L6.)	• Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS 8 L6.)

READING: LITERATURE

Cluster: Range of Reading and Level of Text Complexity		
RL10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
RL10 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.	**RL10** 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.	**RL10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. • Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary. • Set personal goals and conference regularly with adults to improve reading. • (See MD SLM 6-8 6.0.)	• Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. • Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary. • Set personal goals and conference regularly with adults to improve reading. • (See MD SLM 6-8. 6.0.)	• Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. • Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary. • Set personal goals and conference regularly with adults to improve reading. • (See MD SLM 6-8. 6.0.)

READING: LITERATURE

Cluster: Key Ideas and Details	
RL1 CCR Anchor Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade 9-10 students:	**Grade 11-12 students:**
RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (SC, 9-10)	**RL1** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader. • Analyze text clues that affect meaning. • Analyze relevant denotative, connotative, and figurative language. (See 9-10 CCSS L.5) • Analyze and evaluate available evidence for thoroughness, completeness, and relevance. (See also MD SLM 4.0) • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Demonstrate the behaviors of a strategic reader. • Analyze text clues that affect meaning. • Analyze relevant denotative, connotative, and figurative language. (See 11-12 CCSS L.5) • Analyze and evaluate available evidence for thoroughness, completeness, and relevance. (See also MD SLM 4.0) • Explain and analyze complexities and ambiguities in a work of literature. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING: LITERATURE

RL2 CCR Anchor Standard Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade 9-10 students:	**Grade 11-12 students:**
RL2 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. (SC, 9-10)	**RL2** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Objectively summarize a text by including the appropriate details. • Analyze ideas, literary techniques, and specific details in a text that develop a theme or central idea. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Objectively summarize a text by including the appropriate details. • Analyze ideas, literary techniques, and specific details in a text that develop multiple themes or central ideas. • Analyze how multiple themes interact in a text and explain how they clarify and extend meaning. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING: LITERATURE

Cluster: Key Ideas and Details	
RL3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Grade 9-10 students:	**Grade 11-12 students:**
RL3 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. (SC, 9-10)	**RL3** 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). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze and explain how complex characters develop, interact, and change over the course of a text. • Analyze, explain, and evaluate the impact of complex characters on advancing the plot and developing the theme in a text. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Demonstrate an understanding that an author deliberately makes choices that develop the narrative elements. • Analyze and explain how an author's choices impact the development and interaction of the narrative elements in a specific text. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING: LITERATURE

Cluster: Craft and Structure	
RL4 CCR Anchor Standard Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Grade 9-10 students:	**Grade 11-12 students:**
RL4 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.) (SC, 9-10)	**RL4** 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.) (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze the meaning, use, and effect of connotations, colloquialisms, idioms, and figurative language. (See 9-10 CCSS L.5) • Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone. • Analyze and explain the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning and tone. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Analyze the meaning, use, and effect of connotations, multiple meanings, colloquialisms, idioms, and figurative language. (See 11-12 CCSS L.5) • Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone. • Analyze, explain, and evaluate the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning, imagery, mood, and tone. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING: LITERATURE

Cluster: Craft and Structure	
RL5 CCR Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Grade 9-10 students:	**Grade 11-12 students:**
RL5 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. (SC, 9-10)	**RL5** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**

• Identify and explain the structural characteristics of complex narrative texts and use those characteristics when interpreting texts.
• Analyze and explain how an author deliberately manipulates text structures, orders events, and the uses elements of time to create a specific effect and mood.
• Participate actively and appropriately in discussions about literature.
• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6)
• Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)
	• Explain, analyze, and evaluate the structural characteristics complex narrative texts and use those characteristics when interpreting texts.
	• Analyze and explain how an author's deliberate manipulation of the internal structures of a text contributes to its overall structure, meaning, and effect.
	  ○ Analyze the effect of an author's:
	  ▪ decision on where to begin and/or end a story
	  ▪ choice of a comedic or tragic resolution
	• Participate actively and appropriately in discussions about literature.
	• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 11-12 CCSS L.4 & L.6)
	• Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING: LITERATURE

RL6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a text.	
Grade 9-10 students:	**Grade 11-12 students:**
RL6 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.	**RL6** 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).
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Understand, appreciate, and make connections with different cultures and points of view. • Identify, analyze and explain the influence, effect, or impact of historical and/or cultural experience on narrative text. • Analyze the significance and effect of the author's point of view and biographical experiences on narrative text. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Analyze and evaluate the appropriateness of a specific tone and/or shift in tone for a particular purpose, character, speaker, or situation. • Analyze, and explain the implied meaning of the text. • Distinguish among types of irony (e.g., verbal, situational, dramatic). • Analyze and evaluate the overall effect of the use of irony and its impact on achieving the author's purpose. • Analyze the characteristics of particular literary subgenres (e.g., satire, farce, sarcasm, understatement, parody, allegory) as they create meaning and achieve the author's purpose. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See CCSS L.1)

READING: LITERATURE

Cluster: Integration of Knowledge and Ideas	
RL7 CCR Anchor Standard Integrate and evaluate content presented in diverse formats and accessible media, including visually and quantitatively, as well as in words.	
Grade 9-10 students:	**Grade 11-12 students:**
RL7 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 *Landscape with the Fall of Icarus*). (SC, 9-10)	**RL7** 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.)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader, listener, or viewer of a variety of literary forms. • Compare and contrast significant ideas between two different described artistic mediums. • Analyze and evaluate the author's choice of details to include and exclude in order to convey meaning in ~~print~~ braille and non-print text. • Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in ~~print~~ braille and non-print text. (See also MD SLM 3.0) • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Demonstrate the behaviors of a strategic reader, listener, or viewer of a variety of literary forms. • Compare and contrast significant ideas between multiple interpretations of the source text. • Analyze and evaluate the effectiveness of an author's interpretation of themes or central ideas found in different versions of a story, drama, or poem. • Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in multiple interpretations of a story, drama or poem. (See also MD SLM 3.0) • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING: LITERATURE

RL8 CCR Anchor Standard Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grade 9-10 students:	**Grade 11-12 students:**
RL8 Not applicable to literature	**RL8** Not applicable to literature

Cluster: Integration of Knowledge and Ideas	
RL9 CCR Anchor Standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Grade 9-10 students:	**Grade 11-12 students:**
RL9 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).	**RL9** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate understanding of why certain literary themes transcend time. • Analyze specific universal themes of the human condition and how they are transformed by different authors. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Analyze and explain themes common to specific time periods in American history. • Analyze and evaluate the impact of historical and/or cultural experiences on literary themes or topics. • Compare and contrast the treatment of similar themes or topics by two or more authors of the same time period. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 11-12 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 11-12 CCSS L.1)

READING: LITERATURE

RL10 CCR Anchor Standard Read and comprehend complex literary and informational braille texts independently and proficiently.	
Grade 9-10 students:	**Grade 11-12 students:**
RL10 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 end of the grades 9-10 text complexity band independently and proficiently.	**RL10** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate understanding of a wide range of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods. (See also MD SLM 6.0) ○ Comprehend texts of steadily increasing complexity, with scaffolding as needed. ○ As an emerging adult reader, set personal reading goals to self select and explore texts of different genres and increasing complexity. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)	• Demonstrate understanding of a wide range of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods. (See also MD SLM 6.0) ○ Comprehend texts of steadily increasing complexity. ○ As an emerging adult reader, set personal reading goals to self select and explore texts of different genres and increasing complexity. • Participate actively and appropriately in discussions about literature. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See 9-10 CCSS L.4 & L.6) • Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL1 CCR Anchor Standard 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.		
PK students:		
SL1 Participate in collaborative conversations with diverse partners about *pre-kindergarten topics and texts* with peers and adults in small and larger groups.		
SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).		
Essential Skills and Knowledge		
• With modeling and support, ◦ participate in a variety of group activities, large and small group (e.g. morning meetings, center time) ◦ follow basic rules for group discussions (e.g. raise hand, take turns, remain on topic, answer questions) ◦ learn about different cultural communication styles (including those represented in the classroom and school community)		

SPEAKING AND LISTENING

PK students:		
SL1.b During scaffolded conversations, continue a conversation through multiple exchanges.		
Essential Skills and Knowledge		
• With modeling and support, ◦ participate in conversations with adults and peers ◦ stay on topic through multiple exchanges ◦ add appropriate ideas to support or extend the conversation ◦ contribute to a learning community (See MD SLM PK-1 5A2.a.) ◦ follow two- or three-step directions		

Cluster: Comprehension and Collaboration		
SL2 CCR Anchor Standard Integrate and evaluate information presented in diverse media and accessible formats, including visually, quantitatively, and orally.		
PK students:		
SL2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.		
Essential Skills and Knowledge		
• With modeling and support, ◦ ask and answer questions (who, what, where) ◦ keep questions and responses on task/topic ◦ become aware of Media Literacy		

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL3 CCR Anchor Standard Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
PK students:		
SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Essential Skills and Knowledge		
• With modeling and support, ◦ connect prior knowledge to new learning ◦ demonstrate ability to formulate questions targeted to specific need ◦ demonstrate ability to take risks during discussions		

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL4 CCR Anchor Standard 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.		
PK students:		
SL4 Describe familiar people, places, things, and events with modeling and support.		
Essential Skills and Knowledge		
• With modeling and support, ◦ connect to personal/prior knowledge and experiences ◦ speak clearly enough to be heard and understood ◦ share multiple ideas on a single familiar topic ◦ organize information in order to express themselves succinctly and filter what is appropriate to share with others (MD SLM PK-1 3)		

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL5 CCR Anchor Standard Make strategic use of accessible digital media and ~~visual~~ tactile displays of data to express information and enhance understanding of presentations.		
PK students:		
SL5 Add tactile drawings or ~~visual~~ displays to descriptions as desired to provide additional detail.		
Essential Skills and Knowledge		
• With modeling and support, ◦ choose appropriate visuals (e.g. real objects) to match oral presentations ◦ use available accessible technology appropriately to display ideas ◦ organize information for oral delivery (MD SLM PK-1 3)		

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL6 CCR Anchor Standard Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
PK students:		
SL6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.		
Essential Skills and Knowledge		
• With modeling and support, ◦ speak clearly enough to be heard and understood in a variety of settings ◦ communicate effectively in a variety of situations with different audiences, purposes, and formats ◦ use props in situations, such as show-and-tell ◦ produce and expand complete sentences in shared language activities		

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL1 CCR Anchor Standard 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
SL 1 Participate in collaborative conversations with diverse partners about *Kindergarten topics and braille texts* with peers and adults in small and larger groups.	**SL1** Participate in collaborative conversations with diverse partners about *grade 1 topics and braille texts* with peers and adults in small and larger groups.	**SL1** Participate in collaborative conversations with diverse partners about *grade 2 topics and braille texts* with peers and adults in small and larger groups.
SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	**SL1.a** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	**SL1.a** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ participate in a variety of group activities, (e.g., morning meeting, center time) ◦ create/understand basic rules for group discussions (e.g. raise hand to talk, take turns, listen quietly, respond appropriately, etc) ◦ develop knowledge /understanding of consequences of not following the rules	• Create rules to ensure respectful group discussions. • Identify and define roles of participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 1 L1.)	• Create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 2 L1.)

SPEAKING AND LISTENING

Kindergartners:	Grade 1 students:	Grade 2 students:
SL1.b Continue a conversation through multiple exchanges	**SL1.b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	**SL1.b** Build on others' talk in conversation by linking their comments to the remarks of others. (SC,2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Participate in conversations with adults and peers. • Demonstrate active listening strategies. • With prompting and support, ◦ stay on topic through multiple exchanges ◦ add appropriate ideas to support or extend a conversation ◦ ask and answer questions to clarify understanding	• Identify the topic of a conversation. • Stay on topic through multiple exchanges to support or extend the conversation. • Add appropriate ideas to support or extend a conversation. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 1 L1.)	• Use linking phrases to connect comments from others involved in a conversation. • Demonstrate ability to stay on topic during conversations. • Add appropriate ideas to support or extend a conversation. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 2 L1.)
• Contribute to a learning community. (SLM.PK-1 5A2.a)	• Contribute to a learning community.(MD SLM PK-1 5A2.a)	• Contribute to a learning community. (MD SLM.2-3 5 A2.a)

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL1 CCR Anchor Standard 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
SL 1 Participate in collaborative conversations with diverse partners about *Kindergarten topics and braille texts* with peers and adults in small and larger groups.	**SL1** Participate in collaborative conversations with diverse partners about *grade 1 topics and braille texts* with peers and adults in small and larger groups.	**SL1** Participate in collaborative conversations with diverse partners about *grade 2 topics and braille texts* with peers and adults in small and larger groups.
	SL1.c Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)	**SL1.c** Ask for clarification and further explanation as needed about the topics and texts under discussion. (SC, 2)
	Essential Skills and Knowledge	**Essential Skills and Knowledge**
	• Identify the topic or text under discussion. • Identify parts of a topic or text that are unclear. • Use prior knowledge to formulate and refine questions to meet an information need. (MD SLM PK-1 13.a) • Generate appropriate questions to meet the information need. (MD SLM PK-1 3B.a) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 1 L1.)	• Identify parts of a topic or text that are unclear. • Identify the topic or text under discussion. • Use prior knowledge to formulate and refine questions to meet an information need. (MD SLM 2-3 1 3a) • Generate appropriate questions to meet the information need. (MD SLM 2-3 3 B1.a) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 2 L1.)

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL2 CCR Anchor Standard Integrate and evaluate information presented in diverse accessible media and formats, including ~~visually,~~ tactually, quantitatively, and orally.		
Kindergartners:	**Grade 1**	**Grade 2**
SL2 Confirm understanding of braille text read aloud or information presented orally or through other accessible media by asking and answering questions about key details and requesting clarification if something is not understood.	**SL2** Ask and answer questions about key details in a braille text read aloud or presented orally or through other accessible media.	**SL2** Recount or describe key ideas or details from a braille text read aloud or information presented orally or through other accessible media. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ answer questions (who, what, where, what) ◦ ask questions to clarify meaning ◦ keep questions on task/topic	• Identify the main idea and key details in a text. • Generate appropriate questions to meet the information need. (MD SLM PK-1 3B1.a) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 1L.1.)	• Listen for and identify key details in a text read aloud. • Listen for and identify information presented in a variety of formats. • Distinguish between key details and supporting information. • Retell a text or information using key ideas or details. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 2 L1.)

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL3 CCR Anchor Standard Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**SL3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**SL3**.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. (SC, 2)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ connect prior knowledge to new learning ◦ demonstrate ability to formulate question targeted to specific need.(See CCSS K RI1)	• Listen to identify the main idea and key details from a speaker. • Connect prior knowledge and experiences to new learning.	• Listen to determine the main idea and key details from a speaker. • Ask and answer such questions as *who, what, where, when, why,* and *how* to facilitate understanding of key details. (See CCSS 2 RI1; MD SLM 2-3 3B1.a.)
• With prompting and support, identify an information need. (MD SLM PK-1 1B1.b.) • With guidance, generate appropriate questions to meet the information need. (MD SLM PK-1 3B1.a)	• Identify an information need. (MD SLM PK-1 1B1.b) • Generate appropriate questions to meet the information need. (MD SLM PK-1 3B1.a)	• Identify an assigned or personal information need. (MD SLM 2-3 1B1.b)
	• Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 1 L1)	• Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 2 L1)

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL4 CCR Anchor Standard 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.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
SL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**SL4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**SL4** Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ connect to personal/prior knowledge ◦ speak clearly enough to be heard and understood ◦ add relevant descriptive details to a familiar topic	• Distinguish between relevant and irrelevant details. • Add details to expand ideas and sentences. • Use frequently occurring adjectives to describe. (See CCSS 1 L 1f.) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 1 L1) • Speak at an appropriate pace, volume, and tone.	• Distinguish between relevant and irrelevant details. • Use temporal words to sequence the important events in a story or experience. (See CCSS 2 W2.) • Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified. (See CCSS 2 L1.e.) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 2 L1) • Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate pace, volume, and tone.

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL5 CCR Anchor Standard Make strategic use of accessible digital media and ~~visual~~ braille and tactual displays of data to express information and enhance understanding of presentations.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
SL5 Add drawings or ~~visual~~ braille and tactual displays to descriptions as desired to provide additional detail. (SC, K)	**SL5** Add drawings or other ~~visual~~ braille and tactual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**SL5** Create audio recordings of stories or poems; add tactual drawings or other ~~visual~~ braille displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ choose appropriate visuals (e.g., real objects) to match oral presentation ◦ use available accessible technology appropriately • With prompting and support, organize information for oral delivery. (MD SLM PK-1.3)	• Use described illustrations and details in a story to describe its characters, setting, or events. (CCSS 1 RL7) • Use a variety of formats to prepare the findings/conclusions of an information need for sharing. (See MD SLM PK-1 5A1.) • Use available accessible technology appropriately. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 1 L1)	• Use described illustrations and details in a story to describe its characters, setting, or events. (CCSS 1 RL7) • Use a variety of formats to prepare the findings/conclusions of an information need for sharing. (See MD SLM 2-3 5 A1.) • Use accessible technology to record and organize data/information. (MD SLM 2-3 3 C1.f) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 2 L1)

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL6 CCR Anchor Standard Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
SL6 Speak audibly and express thoughts, feelings, and ideas clearly. (SC, K)	**SL6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	**SL6** 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.)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With prompting and support, ◦ speak clearly enough to be understood in a variety of settings ◦ convey ideas effectively • Communicate effectively in a variety of situations with different audiences, purposes, and formats.	• Identify components of a sentence. • Distinguish between sentences and sentence fragments. • Compose complete simple sentences. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 1 L1)	• Identify components and purpose of various types of sentences. • Distinguish between fragments, complete, and run on sentences. • Produce, expand, and rearrange complete simple and compound sentences. (CCSS 2 L1.f) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 2 L1)

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL1 CCR Anchor Standard Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and braille texts*, building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and braille texts*, building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and braille texts*, building on others' ideas and expressing their own clearly.SC, 5)
SL1.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.	**SL1.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.	**SL1.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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Identify appropriate questions about a topic or an assigned information need. (See MD SLM 2-3 1B1.) • Collect information using a variety of accessible multi-media resources, e.g., books, interviews, and technology. (See MD TL 3 5A1.f as needed.) • Access prior knowledge and experiences to extend the topic. • Use relevant information to engage in discussion.	• Identify appropriate questions about a topic or an assigned information need. (See MD SLM 4-5 1B1.) • Collect information using a variety of accessible multi-media resources, e.g., books, interviews, and technology. (See MD TL 4 5A1.f as needed.) • Take notes in preparation for the discussion. • Access prior knowledge and experiences to extend the topic. • Use relevant information to engage in discussion.	• Identify appropriate questions about a topic or an assigned information need. (See MD SLM 4-5 1B1.) • Collect information using a variety of accessible multi-media resources, e.g., books, interviews, and technology. (See MD TL 5 5A1.f as needed.) • Take notes in preparation for the discussion. • Access prior knowledge and experiences to extend the topic. • Use relevant information to engage in discussion.

SPEAKING AND LISTENING

Grade 3 students:	Grade 4 students:	Grade 5 students:
SL1.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).	**SL1.b** Follow agreed-upon rules for discussions and carry out assigned roles.	**SL1.b** Follow agreed-upon rules for discussions and carry out assigned roles.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Collaborate with adults and peers to create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 3 L1.) • Contribute to a learning community. (MD SLM 2-3 5 A2.a)	• Collaborate with peers to create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Participate in group discussions on a variety of topics. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 4 L1.) • Contribute to a learning community. (MD SLM 4-5 5 A2.a)	• Collaborate with peers to create rules to ensure respectful group discussions. • Identify and define roles for participants in discussions. • Serve in different roles in discussions. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 5 L1.) • Contribute to a learning community. (MD SLM 4-5 5 A2.a)

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL1 CCR Anchor Standard Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and braille texts*, building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and braille texts*, building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and braille texts*, building on others' ideas and expressing their own clearly. (SC, 5)
SL1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	**SL1.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.	**SL1.c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Ask appropriate questions about the topic. • Use linking phrases to connect comments while staying on topic. • • During/after discussion, confirm, dispute, and/or change ideas on the topic. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 3 L1.)	• Ask appropriate questions about the topic. • Use linking phrases to connect comments while staying on topic. • During/after discussion, confirm, dispute, and/or change ideas on the topic. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 4 L1.)	• Ask appropriate questions about the topic. • Use linking phrases to connect comments while staying on topic. • During/after discussion, confirm, dispute, and/or change ideas on the topic. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 5 L1.)

SPEAKING AND LISTENING

Grade 3 students:	Grade 4 students:	Grade 5 students:
SL1.d Explain their own ideas and understanding in light of the discussion.	**SL1.d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**SL1.d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Listen to identify topic and key ideas of speakers. • Formulate an opinion based on experiences, prior knowledge of the topic, and the information presented. • Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate pace, volume, and tone.	• Listen to identify topic and key ideas of speakers. • Express an opinion based on experiences, prior knowledge of the topic, and the information presented. • Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	• Listen to identify topic and key ideas of speakers. • Use personal experiences, prior knowledge of the topic, and the information presented to draw conclusions about a topic. • Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL2 CCR Anchor Standard Integrate and evaluate information presented in diverse accessible media and formats, including ~~visually~~, tactually, quantitatively, and orally.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
SL2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse accessible media and formats, including ~~visually~~, tactually, quantitatively, and orally.	**SL2** Paraphrase portions of a text read aloud or information presented in diverse accessible media and formats, including ~~visually~~, tactually, quantitatively, and orally.	**SL2** Summarize a written text read aloud or information presented in diverse accessible media and formats, including ~~visually~~, tactually, quantitatively, and orally.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Distinguish between key details and supporting details. • Connect key details to determine main idea. • Identify words, phrases, braille graphic aids, and organizational features that support the main idea.	• Identify the main idea and supporting details in text or information presented in diverse accessible media and formats, including ~~visually~~ tactually, quantitatively, and orally. • Restate the main idea and key details of a text in other words for clarification. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 4 L1.)	• Identify the main idea and supporting details in text or information presented in diverse accessible media and formats, including ~~visually~~ tactually, quantitatively, and orally. • Summarize text using main idea and key supporting details. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 5 L1.)

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL3 CCR Anchor Standard Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
SL3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**SL3** Identify the reasons and evidence a speaker provides to support particular points. (SC, 4)	**SL3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate active listening. • Take notes, and record information in a variety of formats as needed, including accessible technology. • Use prior knowledge and details from the information presented tom generate appropriate questions. • Use and expand on information from a speaker when responding to questions. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 3 L1.)	• Demonstrate active listening. • Take notes, and record information in a variety of formats as needed, including accessible technology. • Determine the main idea of a text, and explain how it is supported by key details. (See CCSS 4 RI2.) • Explain how a speaker uses reasons and evidence to support particular points. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 4 L1.)	• Demonstrate active listening. • Take notes and record information in a variety of formats as needed, including accessible technology. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS 5 RI2) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 5 L1.)

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL4 CCR Anchor Standard Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
SL4 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. (SC,3)	**SL4** 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.	**SL4** 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. (SC, 5)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With guidance, select ~~print,~~ braille, accessible online, and accessible multimedia sources with appropriate facts and relevant descriptive details about the topic. (See MD SLM 2-3 2 B1.d.) • Interpret information to create new understandings and knowledge related to the topic. (See MD SLM 2-3 2-3 4.) • With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 2-3 5 A1.e) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 3 L1)	• Select ~~print,~~ braille, accessible online, and accessible multimedia sources with appropriate facts and relevant descriptive details about the topic. (See MD SLM 4-5 2 B1.d.) • Interpret information to create new understandings and knowledge related to the topic. (See MD SLM 4-5 4.) • With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 4-5 5 A1.e) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 4 L1)	• Select ~~print,~~ braille, accessible online, and accessible multimedia sources with appropriate facts and relevant descriptive details about the topic. (See SLM 4-5 2 B1.d.) • Interpret information to create new understandings and knowledge related to the topic. (See MD SLM 4-5 4.) • With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 4-5 5 A1.e) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 4 L1)

SPEAKING AND LISTENING

Grade 3 students:	Grade 4 students:	Grade 5 students:
• Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	• Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	• Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL5 CCR Anchor Standard Make strategic use of accessible digital media and visual displays of data to express information and enhance understanding of presentations.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
SL5 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.	**SL5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**SL5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• With guidance, create, organize, and display information in a variety of formats, including the use of accessible technology. (See MD SLM 2-3 5 A1.a.) • Share information in an appropriate format for written, oral, sound, and/or visual presentations. • Differentiate media types for audience, environment, and purpose of presentations. • With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 2-3 5 A1.e.) • Speak at an appropriate rate, volume, and tone. • Demonstrate social and ethical behaviors when using technology. (See MD TL 3 2 B2.a.)	• With guidance, create, organize, and display information in a variety of formats, including the use of accessible technology. (See MD SLM 4-5 5 A1.a.) • Share information in an appropriate format for written, oral, sound, and/or visual presentations. • Differentiate media types for audience, environment, and purpose of presentations. • With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 4-5 5 A1.e.) • Speak at an appropriate rate, volume, and tone. • Demonstrate social and ethical behaviors when using technology. (See MD TL 4 2 B2.a.)	• With guidance, create, organize, and display information in a variety of formats, including the use of accessible technology. (See MD SLM 4-5 5 A1.a.) • Share information in an appropriate format for written, oral, sound, and/or visual presentations. • Differentiate media types for audience, environment, and purpose of presentations • With guidance, edit/review/revise/practice the presentation of the information product. (See MD SLM 4-5 5 A1.e.) • Speak at an appropriate rate, volume, and tone. • Comply with copyright laws and fair use provisions when using digital content. (See MD TL 5 2 B2.a.)

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL6 CCR Anchor Standard Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
SL6 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.)	**SL6** 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.)	**SL6** 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.)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Differentiate between complete sentences and fragments. • Recognize and speak appropriately for audience, environment, and purpose. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 3 L1.) • Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	• Differentiate between formal and informal English. (CCSS 4 L1.) • Recognize and speak appropriately for audience, environment, and purpose. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 4 L1.) • Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.	• Differentiate between formal and informal English. (See CCSS 5 L1.) • Recognize and speak appropriately for audience, environment, and purpose. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (See CCSS 5 L1.) • Use appropriate non-verbal techniques to enhance communication, e.g., posture (proximity), eye-contact,(facing speaker/audience) facial expressions, gestures. • Speak at an appropriate rate, volume, and tone.

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL1 CCR Anchor Standard Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
SL1.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.	**SL1.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.	**SL1.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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS 6 RL1, RI1)	• Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS 7 RL1, RI1)	• Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. • Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS 8 RL1, RI 1)

SPEAKING AND LISTENING

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. (See MD SLM 6-8 3C.)	• Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. (See MD SLM 6-8 3C.)	• Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. (See MD SLM 6-8 3C.)
• Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas.	• Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas.	• Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas.
• Conduct focused research as necessary to prepare for discussions. (See CCSS 6 W7; MD SLM 6-8 1A.)	• Conduct focused research as necessary to prepare for discussions. (See CCSS 6 W7; MD SLM 6-8 1A.)	• Conduct focused research as necessary to prepare for discussions. (See CCSS 6 W7; MD SLM 6-8 1A.)
• Access prior knowledge to extend the topic under discussion.	• Access prior knowledge to extend the topic under discussion.	• Access prior knowledge to extend the topic under discussion.

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL1 CCR Anchor Standard Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics and texts*, building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**SL1.b** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	**SL1.b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. • Come to consensus on a framework for a collegial discussion. • Identify and agree upon the group's purpose/goal and deadlines. • Organize the group by assuming specific roles as needed.	• Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. • Come to consensus on a framework for a collegial discussion. • Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines. • Redirect the discussion as needed to meet goals and deadlines. • Organize the group by assuming specific roles as needed.	• Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. • Apply a decision-making model to achieve consensus on a framework for a collegial discussion. • Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines. • Redirect the discussion as needed to meet goals and deadlines. • Organize the group by assuming specific roles as needed.

SPEAKING AND LISTENING

Grade 6 students:	Grade 7 students:	Grade 8 students:
SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**SL1.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.	**SL1.c** Pose questions that elicit connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS 6 RL/RI 1) • Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS 7 RL/RI 1) • Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.	• Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS 7 RL/RI 1) • Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL1 CCR Anchor Standard Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics and texts*, building on others' ideas and expressing their own clearly.	**SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**SL1.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.	**SL1.c** Pose questions that elicit connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate collegiality when asking and responding to questions and comments. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1)	• Demonstrate collegiality when asking and responding to questions and comments. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 7 L1)	• Demonstrate collegiality when asking and responding to questions and comments. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 8 L1)

SPEAKING AND LISTENING

Grade 6 students:	Grade 7 students:	Grade 8 students:
SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**SL1.d** Acknowledge new information expressed by others and, when warranted, modify their own views.	**SL1.d** Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Periodically, summarize the main points or ideas of the discussion. (See CCSS 6 RL/RI 2) • Periodically, connect the opinions or perspectives of others to their own opinions.	• Attend to the contributions of others by paraphrasing or summarizing new evidence. (See CCSS 7 RL/RI 2) • Adjust their opinions as necessary based on credible evidence.	• Attend to the contributions of others by paraphrasing or summarizing new evidence. (See CCSS 8 RL/RI 2) • Examine and modify their opinions when credible evidence demands, explaining how new evidence effected the change.

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL2 CCR Anchor Standard Integrate and evaluate information presented in diverse accessible media and formats, including tactually ~~visually~~, quantitatively, and orally.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL2 Interpret information presented in diverse accessible media and formats (e.g., tactually ~~visually~~, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	**SL2** Analyze the main ideas and supporting details presented in diverse media and accessible formats (e.g., tactually ~~visually~~, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	**SL2** Analyze the purpose of information presented in diverse media and accessible formats (e.g., tactually ~~visually~~, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply an understanding of the features and formats of diverse accessible media. • Determine both the explicit and the implicit ideas found in non-print texts, including accessible digital texts. • Summarize, compare, draw conclusions about, and synthesize significant ideas found in ~~print~~ braille and non-print texts, including accessible digital media.	• Determine both the explicit and the implicit ideas found in non-print texts, including accessible digital texts and other forms of accessible media. • Summarize, compare, draw conclusions about, and synthesize significant ideas found in ~~print~~ braille and non-print texts, including accessible digital media.	• Determine the purpose of information presented in diverse accessible media or formats. • Connect specific information presented in diverse accessible media or formats to the larger motive or intent of the text.

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration		
SL3 CCR Anchor Standard Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**SL3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**SL3** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Apply critical listening strategies to determine the speaker's argument and claims. • 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. (CCSC 6 RI2.) • Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (See CCSC 6 RI 6.) • 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. (See CCSC 6 RI 8.)	• Apply critical listening strategies to determine the speaker's argument and claims. • Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. (See CCSC 7 RI2.) • 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. (See CCSC 7 RI 6.) • 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. (See CCSC 7 RI 8.)	• Apply critical listening strategies to determine the speaker's argument and claims. • Determine a central idea of a text analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (See CCSC 8 RI 2.) • 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. (See CCSC 8 RI 6.) • 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. (See CCSC 8 RI 8.)

SPEAKING AND LISTENING

Grade 6 students:	Grade 7 students:	Grade 8 students:
• Align specific claims to their supporting reasons to identify gaps in support.	• Align specific claims to their supporting reasons to identify gaps in support. • Identify evidence that is irrelevant to the argument. • Identify and explain errors in reasoning.	• Align specific claims to their supporting reasons to identify gaps in support. • Identify evidence that is irrelevant to the claim(s) and explain the effect of that evidence on the argument. • Identify and explain errors in reasoning and their effect on the argument.

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL4 CCR Anchor Standard Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact (facing speaker/audience), adequate volume, and clear pronunciation.	**SL4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact (facing speaker/audience), adequate volume, and clear pronunciation.	**SL4** 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 (facing speaker/audience), adequate volumes, and clear pronunciation.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation. • Include support (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1)	• Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Address audience needs by including complete support and emphasizing the most important points in a coherent manner. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1)	• Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. • Justify the inclusion of evidence and details that most effectively present claims and emphasize important points. • Verify and explain the reasoning used to select and organize evidence and details • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1)

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL5 CCR Anchor Standard Make strategic use of accessible digital media and visual displays of data to express information and enhance understanding of presentations.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**SL5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**SL5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Select or create multimedia and visual displays that enhance presentations and/or clarify ideas. (See MD SLM 6-8 5.) • Follow fair use policies when incorporating multimedia components from other sources. (See MD SLM 6-8 4A3.)	• Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. (See MD SLM 6-8 5.) • Follow fair use policies when incorporating multimedia components from other sources. (See MD SLM 6-8 4A3.)	• Select or create and justify the inclusion of multimedia and visual displays. (See MD SLM 6-8 5.) • Follow fair use policies when incorporating multimedia components from other sources. (See MD SLM 6-8 4A3.)

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas		
SL6 CCR Anchor Standard Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
SL6 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.)	**SL6** 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.)	**SL6** 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.)
Essential Skills and Knowledge	**Essential Skills and Knowledge**	**Essential Skills and Knowledge**
• Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. • See CCSS 6 L1, 2, and 3 for specific grade-level expectations.	• Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. • See CCSS 7 L1, 2, and 3 for specific grade-level expectations.	• Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. • See CCSS 7 L1, 2, and 3 for specific grade-level expectations.

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration	
SL1 CCR Anchor Standard Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Grade 9-10 students:	**Grade 11-12 students:**
SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (SC, 9-10)	**SL1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (SC, 11-12)
SL.1a 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. (SC, 9-10)	**SL.1a** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Apply the reading strategies and the research process independently. • Choose, apply, and maintain an organizational structure appropriate to the purpose. (See CCSS 9-10 W.1a, W.4, W.7, W.8) • Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar. • Brainstorm and make connections to issues in material under study. • Evaluate usefulness, bias, and validity of material under study (See CCSS 9-10 SL.2) • See MD SLM 3.0, SLM 4.0, SLM 5.0, TL 5.B ,TL 6.0, as needed.	• Apply reading strategies and the research process independently. • Choose, apply, and maintain an organizational structure appropriate to the purpose. (See CCSS 11-12 W.1a, W.4, W.7, W.8) • Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar. • Brainstorm and make connections to issues in material under study. • Evaluate usefulness, bias, and validity of material under study (See CCSS 11-12 SL.2) • See Maryland SLM 3.0, SLM 4.0, SLM 5.0, TL 5.B and TL 6.0, as needed.

SPEAKING AND LISTENING

Grade 9-10 students:	Grade 11-12 students:
SL.1b 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. (SC, 9-10)	**SL.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate independence in decision-making, goal setting, and deadlines. • Demonstrate comfort and independence in the participation of collegial discussions.	• Demonstrate independence in decision-making, goal setting, and deadlines. • Demonstrate comfort and independence in the participation of collegial discussions. • Apply democratic decision making independently (e.g., voting, reaching consensus)

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration	
SL1 CCR Anchor Standard Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Grade 9-10 students:	**Grade 11-12 students:**
SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (SC, 9-10)	**SL1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (SC, 11-12)
SL.1c 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. (SC, 9-10)	**SL.1c** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate comfort and independence with open-ended questions and shared inquiry. • Monitor discussions for clarity, relevancy, and dissemination of ideas and information. • Elicit participation and opinions; and appropriately challenge ideas. • Demonstrate command of the conventions of standard English and usage when speaking.	• Demonstrate comfort and independence with open-ended questions and shared inquiry. • Monitor discussions for clarity, relevancy, and dissemination of ideas and information. • Elicit participation and opinions, and appropriately challenge ideas. • Provide unique, innovative, and visionary perspectives in reasoning and in discussing. • Demonstrate command of the conventions of standard English and usage when speaking.

SPEAKING AND LISTENING

Grade 9-10 students:	Grade 11-12 students:
SL.1d 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. (SC, 9-10)	**SL.1d** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Paraphrase, summarize, justify, and synthesize information and ideas during discussion. • Connect with different points of view, remain open-minded, and reassess viewpoints. • Understand and use appropriate professional persuasive techniques and conflict-resolution skills. • Demonstrate command of the conventions of standard English and usage when speaking. See MD SLM 3.c.3	• Paraphrase, summarize, justify, and synthesize information and ideas during discussion. • Connect with different points of view, remain open-minded, and reassess viewpoints. • Understand and use appropriate professional persuasive techniques and conflict-resolution skills. • Identify and explain next steps and/or additional research for further investigation. • Demonstrate command of the conventions of standard English and usage when speaking. See MD SLM 3.c.3

SPEAKING AND LISTENING

Cluster: Comprehension and Collaboration	
SL2 CCR Anchor Standard Integrate and evaluate information presented in diverse accessible media and formats, including tactually ~~visually~~, quantitatively, and orally.	
Grade 9-10 students:	**Grade 11-12 students:**
SL2 Integrate multiple sources of information presented in diverse accessible media or formats (e.g., tactually ~~visually~~, quantitatively, orally) evaluating the credibility and accuracy of each source. (SC, 9-10)	**SL2** Integrate multiple sources of information presented in diverse accessible media or formats (e.g., tactually ~~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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate the behaviors of a strategic reader and listener. • Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from ~~print~~ braille and non-print text. (See CCSS 9-10 SL.1a, RI.7, RI.8, W.7, W.8) • Choose the appropriate form of media for a given purpose. See MD SLM 4.0	• Demonstrate the behaviors of a strategic reader and listener. • Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from ~~print~~ braille and non-print text, noting any discrepancies present in the data. (See CCSS 11-12 SL.1a, RI.7, RI.8, W.7, W.8) • Choose the appropriate form of media for a given purpose. See MD standard SLM 4.0

SPEAKING AND LISTENING

SL3 CCR Anchor Standard Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
Grade 9-10 students:	**Grade 11-12 students:**
SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SC, 9-10)	**SL3** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Analyze and evaluate a speaker's evidence, inferences, assumptions, argument, and rhetoric. (See CCSS 9-10 RI.3, RI.6, RI.8) • Recognize bias, fallacious reasoning, and factual evidence. (See MD SLM 2.0)	• Analyze and evaluate a speaker's evidence, inferences, assumptions, argument, and rhetoric. (See CCSS 11-12 RI.3, RI.6, RI.8) • Recognize bias, fallacious reasoning, and factual evidence. • Recognize, analyze, and evaluate stance, premise, emphasis, word choice, tone and point of view. (See MD SLM 2.0)

SPEAKING AND LISTENING

Cluster: Presentation of Knowledge and Ideas	
SL4 CCR Anchor Standard Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Grade 9-10 students:	**Grade 11-12 students:**
SL4 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. (SC, 9-10)	**SL4** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and task. (See CCSS 9-10 W.1a, W.1b, W.4, W.5) • Apply appropriate non-verbal communication to contribute to meaning and enhance a presentation. • Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose. • Demonstrate command of the conventions of standard English and usage when speaking. See MD SLM 4.0 & 5.0	• Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and a range of formal and informal tasks. • Apply appropriate non-verbal communication to contribute to meaning and enhance a presentation. • Demonstrate attention to audience interest, values, biases, and concerns by using rhetorical appeals and by acknowledging and/or refuting opposing positions and opinions. (See CCSS 11-12 W.1a, W.1b, W.4, W.5) • Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose. • Demonstrate command of the conventions of standard English and usage when speaking. See MD SLM 4.0 & 5.

SPEAKING AND LISTENING

SL5 CCR Anchor Standard Make strategic use of accessible digital media and visual displays of data to express information and enhance understanding of presentations.	
Grade 9-10 students:	**Grade 11-12 students:**
SL5 Make strategic use of accessible 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. (SC, 9-10)	**SL5** Make strategic use of accessible 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Demonstrate strategic use of a variety of accessible digital media. • Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation. (See CCSS 9-10 W.6) See MD SLM 4.0 & 5.0; TL 5.0 & 6.0	• Demonstrate strategic use of a variety of accessible digital media. • Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation. (See CCSS 11-12 W.6) See MD SLM 4.0 & 5.0; TL 5.0 & 6.0

Cluster: Presentation of Knowledge and Ideas	
SL6 CCR Anchor Standard Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Grade 9-10 students:	**Grade 11-12 students:**
SL6 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 page 54 for specific expectations.) (SC, 9-10)	**SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Adjust and apply formal and informal English in appropriate situations, contexts, and tasks.	• Adjust and apply formal and informal English in appropriate situations, contexts, and tasks.

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

This document contains braille and tactile graphics organized by grade level or course. This is not meant to be an all-inclusive list of all Literary Braille Code and formatting/tactile graphics available. A more complete list can be found in the resources found in Appendix C.

Key
CC - Task Force-designated braille contractions based upon the Common Core
BOP - Task force-designated braille contractions based upon "Building on Patterns," Primary Braille Literacy Program

Pre Kindergarten

Literary Braille Code

	Literary Sign	Braille Symbol
Capital sign	N/A	⠠
Double capital sign	N/A	⠠ ⠠
Numeric indicator	N/A	⠼
Period	.	⠲
Question mark	?	⠦
Transcriber's note sign Opening Closing	N/A	⠠ ⠠ ⠠ ⠠
Exclamation point	!	⠖
Italic sign (single)	N/A	⠨
Italic sign (double)	N/A	⠨ ⠨ ⠨
Alphabet	a b c d e f g h i j k l m n o p q r s t u v w x y z	⠁ ⠃ ⠉ ⠙ ⠑ ⠋ ⠛ ⠓ ⠊ ⠚ ⠅ ⠇ ⠍ ⠝ ⠕ ⠏ ⠟ ⠗ ⠎ ⠞ ⠥ ⠧ ⠺ ⠭ ⠽ ⠵

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

Literary numbers 0-10	0 1 2 3 4 5 6 7 8 9 10	⠚ ⠁ ⠃ ⠉ ⠙ ⠑ ⠋ ⠛ ⠓ ⠊ ⠁⠚
First Name	N/A	

Formatting

	Literary Sign	Braille
Print page numbers	N/A	Top, right corner 1, a1, b1
Braille page numbers	N/A	Bottom, right corner
New print page indicator	N/A	⠐⠐⠐

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

Kindergarten

Literary Braille Code

	Literary Sign	Braille Symbol
Double dash	----	⠤⠤
Ellipsis	...	⠄⠄⠄
Letter sign	N/A	⠰
Transcriber's note Opening Closing	N/A	⠐⠣ ⠐⠜
Alphabet words (BOP)	but can do every from go have just knowledge like more not people quite rather so that us very will it you as	⠃ ⠉ ⠙ ⠑ ⠋ ⠛ ⠓ ⠚ ⠅ ⠇ ⠍ ⠝ ⠏ ⠟ ⠗ ⠎ ⠞ ⠥ ⠧ ⠺ ⠊ ⠽ ⠁
Contractions (BOP)	and of for the with	⠯ ⠷ ⠿ ⠾ ⠵

Formatting/Tactile Graphic

	Literary Sign	Braille
Title page: illustrator	N/A	According to *Braille Formats*, the illustrator is omitted from the title page so the name may not always be present.
Graphic organizers	N/A	See *Braille Formats*
Maps	N/A	See Appendix C: Resources

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

Grade 1

Literary Braille Code

	Literary Sign	Braille Symbol
Hyphen	-	⠤
Comma	,	⠂
Quotation marks Opening Closing	 " "	 ⠦ ⠴
Colon	:	⠒
Apostrophe	'	⠄
Accent sign	N/A	⠈
Prefixes **(CC)**	com con dis	⠉ ⠒ ⠲
Suffixes **(CC)**	ation ble ful ity less ment ness tion	⠁⠝ ⠃⠇ ⠋⠇ ⠊⠽ ⠇⠑⠎⠎ ⠍⠑⠝⠞ ⠝⠑⠎⠎ ⠞⠊⠕⠝
Common consonant digraphs **(CC)**	gh	⠣
Common consonant digraphs **(CC and BOP)**	ch sh th wh	⠡ ⠩ ⠹ ⠱
Prepositions **(CC)**	above below behind beneath beside between beyond	⠁⠃⠧ ⠃⠑⠇⠕⠺ ⠃⠑⠓⠊⠝⠙ ⠃⠑⠝⠑⠁⠞⠓ ⠃⠑⠎⠊⠙⠑ ⠃⠑⠞⠺⠑⠑⠝ ⠃⠑⠽⠕⠝⠙

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

Contractions **(BOP)**	about across after afternoon	⠁⠁ ⠁⠗⠕⠎⠎ ⠁⠋⠞⠑⠗ ⠁⠋⠞⠑⠗⠝⠕⠕⠝
	again against almost already	⠁⠛⠁⠊⠝ ⠁⠛⠁⠊⠝⠎⠞ ⠁⠇⠍⠕⠎⠞ ⠁⠇⠗⠑⠁⠙⠽
	also always ar be because	⠁⠇⠎⠕ ⠁⠇⠺⠁⠽⠎ ⠁⠗ ⠃⠑ ⠃⠑⠉⠁⠥⠎⠑
	before blind braille by cannot	⠃⠑⠋⠕⠗⠑ ⠃⠇⠊⠝⠙ ⠃⠗⠁⠊⠇⠇⠑ ⠃⠽ ⠉⠁⠝⠝⠕⠞
	character child children could	⠉⠓⠁⠗⠁⠉⠞⠑⠗ ⠉⠓⠊⠇⠙ ⠉⠓⠊⠇⠙⠗⠑⠝ ⠉⠕⠥⠇⠙
	day ea ed either en enough	⠙⠁⠽ ⠑⠁ ⠑⠙ ⠑⠊⠞⠓⠑⠗ ⠑⠝ ⠑⠝⠕⠥⠛⠓
	er ever father first friend	⠻ ⠻⠑⠧⠑⠗ ⠋⠁⠞⠓⠑⠗ ⠋⠊⠗⠎⠞ ⠋⠗⠊⠑⠝⠙
	good great had here	⠛⠕⠕⠙ ⠛⠗⠁⠞ ⠓⠁⠙ ⠓⠑⠗⠑
	him himself his in ing	⠓⠊⠍ ⠓⠊⠍⠎⠑⠇⠋ ⠓⠊⠎ ⠊⠝ ⠬
	into its know letter little	⠊⠝⠞⠕ ⠊⠞⠎ ⠅⠝⠕⠺ ⠇⠑⠞⠞⠑⠗ ⠇⠊⠞⠞⠇⠑
	lord many mother much must	⠇⠕⠗⠙ ⠍⠁⠝⠽ ⠍⠕⠞⠓⠑⠗ ⠍⠥⠉⠓ ⠍⠥⠌⠞
	myself name neither one	⠍⠽⠎⠑⠇⠋ ⠝⠁⠍⠑ ⠝⠑⠊⠞⠓⠑⠗ ⠕⠝⠑
	ou ought out ow paid part	⠳ ⠕⠥⠛⠓⠞ ⠕⠥⠞ ⠪ ⠏⠁⠊⠙ ⠏⠁⠗⠞
	question quick right said shall	⠟⠥⠑⠎⠞⠊⠕⠝ ⠟⠥⠊⠉⠅ ⠗⠊⠛⠓⠞ ⠎⠁⠊⠙ ⠩⠁⠇⠇
	should some spirit st still	⠩⠥⠙ ⠎⠕⠍⠑ ⠎⠏⠗⠊⠞ ⠌ ⠌⠊⠇⠇
	such their there these this	⠎⠥⠉⠓ ⠞⠓⠑⠗⠑ ⠞⠓⠑⠗⠑ ⠞⠓⠑⠎⠑ ⠞⠓⠊⠎
	those through time to today	⠞⠓⠕⠎⠑ ⠞⠗⠥ ⠞⠊⠍⠑ ⠞⠕ ⠞⠕⠙⠁⠽
	together tomorrow tonight	⠞⠕⠛⠑⠞⠓⠑⠗ ⠞⠕⠍⠕⠗⠗⠕⠺ ⠞⠕⠝⠊⠛⠓⠞
	under upon was were	⠥⠝⠙⠑⠗ ⠥⠏⠕⠝ ⠺⠁⠎ ⠺⠑⠗⠑

	where which whose word work world would young your yourself	⠱ ⠺ ⠽ ⠾ ⠿ ⠘ ⠙ ⠚ ⠛ ⠜ ⠝ ⠞ ⠟ ⠠ ⠡ ⠢ ⠣ ⠤ ⠥ ⠦ ⠧ ⠨ ⠩

Grade 1

Formatting/Tactile Graphics

	Literary Sign	Braille
Headings	N/A	See *Braille Formats*
Table of contents: guide dots	N/A	⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐
Boldface indicator Single Double	N/A	 ⠰ ⠰ ⠰ ⠰ ⠰
Underline indicator Single Double	N/A	 ⠸ ⠸ ⠸ ⠸
Boldface and italic indicator Single Double	N/A	 ⠰ ⠰ ⠰ ⠰ ⠰ ⠰ ⠰
Color indicator (follow with first letter of color)	N/A	⠸

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

Grade 2

Literary Braille Code

	Literary Sign	Braille Symbol
Dash	--	⠐⠐
Semicolon	;	⠰
Parentheses Opening Closing	( )	⠐ ⠐
Termination sign	N/A	⠐⠐
Reference indicator	N/A	⠐⠐
Contractions **(BOP)**		
	according ally ance	⠁⠉ ⠁⠇ ⠁⠝⠉
	afterward although	⠁⠋⠗⠙ ⠁⠇⠹
	altogether bb bb	⠁⠇⠞⠓⠻ ⠃⠃ ⠃⠃
	conceive conceiving dd	⠉⠒⠑ ⠉⠒⠑⠬⠊⠝⠛ ⠙⠙
	deceive deceiving declare	⠙⠒⠑ ⠙⠒⠑⠬⠊⠝⠛ ⠙⠒⠑⠉⠁⠗⠑
	declaring ence ff gg	⠙⠒⠑⠉⠁⠗⠬⠊⠝⠛ ⠑⠝⠉⠑ ⠋⠋ ⠛⠛
	herself itself immediate	⠓⠑⠗⠋ ⠊⠞⠋ ⠊⠍⠍⠑⠙⠊⠁⠞⠑
	necessary o'clock ong	⠝⠑⠉⠑⠎⠎⠁⠗⠽ ⠕⠄⠉⠇⠕⠉⠅ ⠕⠝⠛
	oneself ourselves ound	⠕⠝⠑⠋ ⠳⠗⠑⠇⠧⠑⠎ ⠳⠝⠙

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

	ount paid perceive perceiving perhaps receive receiving rejoice rejoicing sion thyself themselves work yourselves	⠳⠊ ⠏⠁⠊⠙ ⠏⠻⠉⠑⠊⠧⠑ ⠏⠻⠉⠑⠊⠧⠊⠝⠛ ⠏⠻⠓⠁⠏⠎ ⠗⠑⠉⠑⠊⠧⠑ ⠗⠑⠉⠑⠊⠧⠊⠝⠛ ⠗⠚⠊⠉⠑ ⠗⠚⠊⠉⠊⠝⠛ ⠎⠊⠕⠝ ⠞⠓⠽⠎⠑⠇⠋ ⠞⠓⠑⠍⠎⠑⠇⠧⠑⠎ ⠺⠕⠗⠅ ⠽⠕⠥⠗⠎⠑⠇⠧⠑⠎
Computer braille code: website address/hyperlink	www.google.com	⠺⠺⠺⠲⠛⠕⠕⠛⠇⠑⠲⠉⠕⠍
Trademark	™	⠞⠍
Copyright	©	⠉⠷
Diacritical marks		
Stress Primary Secondary Tertiary	N/A	 ⠁ ⠂ ⠄
Breve	ă	⠁⠘
Cedilla	ç	⠉⠸
Circumflex	â	⠁⠈
Crossbar or underbar	₤ ___l	⠇⠷ ⠇⠸

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

Ligatures, tied letters	s h	⠎⠓
Macron	ū	⠥⠉
Overdot	ṙ	⠗⠄
Tilde	~ n	⠔⠝
Umlaut, diaeresis	ä	⠄⠁
Acute accent	á	⠁⠁
Grave accent	à	⠁⠮
Schwa	ə	⠢

Grade 2

Formatting

	Literary Sign	Braille
Bullet Primary Secondary	• ○	⠐⠂ ⠐⠄
Paragraph indentation	N/A	Two spaces
Box lines Top Bottom	N/A	⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒ ⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤⠤

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

Reading captions	N/A	Written as Transcriber's Notes
Reading subheadings	N/A	*See Braille Formats*
Reading columned material	N/A	*See Braille Formats*
Dictionary skills: locating guide words	N/A	N/A
Using a glossary and index	N/A	N/A
Foreign language punctuation indicator	N/A	⠰⠆

Appendix A: BRAILLE AND FORMATTING FOR ENGLISH/LANGUAGE ARTS CHARTS BY GRADE LEVEL AND COURSE

Grade 3

Literary Braille Code

	Literary Sign	Braille Symbol
Brackets Opening Closing	[ ]	⠈⠣ ⠐⠜

Formatting

	Literary Sign	Braille
Nemeth Code Indicators Begin End	N/A	 ⠸⠢ ⠸⠔
Poetry Stanzas Numbered lines Formats (shape)	N/A	See *Braille Formats*

Grade 4-12

Literary Braille Code

NONE

Formatting

NONE

Appendix B: Acronyms and Definitions

This document contains acronyms and terms and their definitions, which are often used within the field of education of students who are blind or visually impaired. While not all of the acronyms and terms are found in the Maryland Common Core State Curriculum Frameworks for Braille , they may be encountered as the Frameworks are implemented.

Accessible media refers to books, hardware, and software that are able to be readily used by a person with a disability. Accessible media must not create barriers to the use of accessibility options, tools, or devices.

Accessible digital/electronic reference materials are reference materials that have audio or braille output for all menus, screens, and have keyboard accessibility. Accessible digital/electronic reference materials can be stand-alone devices or built into another device, i.e., The Franklin Special Education Speaking Language Master is a stand-alone dictionary/thesaurus with a QWERTY keyboard that provides speech output and access to all menus and screens. The Braille Apex is an electronic braille notetaker with both output in speech and a refreshable braille display and input via a braille keyboard. The Apex includes a dictionary and thesaurus. Some reference materials on the internet are accessible with the use of software/hardware, while others are not.

Braille Authority of North America (BANA) is an organization comprised of one representative from each of the many member organizations in the field of blindness that serves on the BANA Board. The BANA's purpose is to promote and facilitate the use, teaching, and production of braille. The BANA publishes rules, interprets and renders opinions pertaining to braille in all existing and future codes. The BANA deals with codes now in existence or to be developed in the future, in collaboration with other countries using English braille. BANA works largely through committees composed of braille transcribers, braille readers, education and rehabilitation professionals, and Board Members. More information can be found at: http://www.brailleauthority.org

Braille embosser is a printer, that when connected to a computer or electronic braille notetaker, can print hardcopy braille documents that have been translated into braille.

Braille translation software translates and formats documents into braille. Braille translation software requires the user to have knowledge of braille codes and formats to ensure accuracy.

Braillewriter is a manual or electric device used to write braille.

Certified braille transcriber transcribes print materials into braille versions. After completing coursework and tests, a person can become certified as a transcriber in literary braille through the National Library Service for the Blind and Physically Handicapped (NLS). NLS offers additional certification for literary certified transcribers in the Nemeth Code for Mathematics and Science and Music braille. More information can be found at: http://www.nfb.org/nfb/Braille_Certification.asp

Appendix B: Acronyms and Definitions

Clusters are statements within a domain in the Maryland Common Core State Curriculum Frameworks. Clusters are focused but still broad and not measureable.

Code for Computer Braille Notation is used for precise notation to indicate information to the braille readers such as website addresses, hyperlinks, keyboard commands, and various computer code languages.

Contracted braille is using contractions when writing words and sentences in braille. Braille has 186 contractions for words and parts of words that can be used according to the braille rules.

Curriculum is the instructional program(s) used to meet standards that consists of activities, lessons, and instructional materials, tools/strategies.

Electronic braille notetaker is a portable device for producing braille. Electronic braille notetakers typically have some ability to edit and save writing. Many have more advanced features such as word processing, spreadsheets, calculators, calendars, task lists, Global Positioning Systems (GPS) software, book readers, and internet and email access. All electronic braille notetakers have speech output and can either have keys for braille input for a QWERTY keyboard. Some can produce braille directly, while others need to be connected to a braille embosser for braille output. Some have a "refreshable braille display," a line of braille cells with pins that continually refresh to display in braille the current line in a document or a menu.

Functional Vision Assessment is an assessment conducted by a teacher of the blind and visually impaired to evaluate a student's performance of tasks in a variety of environments requiring the use of both near and distance vision.

Hand Movements used for braille reading vary. Use of either the left or right hand alone is the least efficient method. Using two hands together in a *parallel* method is when one hand tracks the lines of braille to read while the other hands holds the place on the line. The *split* method of hand movements is when both hands are together, the right hand tracks the line of braille across the page to read and the left hand follows along and then returns to locate the next line. The most proficient method for reading is the **scissors** method where both hands are reading independently of one another.

IEP is an Individualized Education Program for a student with a disability that specifies the placement, services, goals/objectives, program supports, and accommodations required as part of the child's educational program.

Appendix B: Acronyms and Definitions

IRC is the Maryland Instructional Resource Center for Students with Visual Impairments is funded by the Maryland State Department of Education (MSDE) and housed at the Maryland School for the Blind (MSB). The MIRC serves as a lending library and purchasing facility for all large print and braille textbooks for Local School Systems (LSSs). The MIRC is also the American Printing House for the Blind Ex Officio Trustee and thus maintains a registry of all blind students in Maryland, manages the Federal Quota funds, and purchases instructional materials for qualifying students in Maryland.

Learning Media Assessment is an assessment by a teacher of the blind and visually impaired to determine a student's most appropriate medium for learning. Learning media can include regular print, regular print with optical devices, large print, braille, use of electronic magnification systems, auditory, tactile symbols, pictures, real objects, or a combination of these media.

Local School Systems (LSSs) are the public school systems in the twenty four counties in Maryland.

Maryland Common Core Curriculum State Frameworks are Maryland's curriculum based upon the National Common Core State Standards which were adopted by the Maryland State Board on June 22, 2010.

National Braille Association (NBA) is a non-profit organization dedicated to providing continuing education to those who prepare braille. More information can be found at: http://nationalbraille.org/

National Common Core State Standards (NCCSS) are educational standards developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare students for college and the workforce. The creation of the NCCSS was a state-led initiative coordinated by the National Governors Association Center for Educational Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) to ensure all students across the United States are prepared to compete globally.

Orientation and Mobility (O&M) Specialist is a trained professional that provides services to students who are blind or visually impaired to enable orientation to and safe movement within their environments in school, home, and community. O&M Specialists teach students skills in use of existing vision, spatial and environmental concepts, use of distance low vision devices, and the use of the long cane for safe travel.

Signs refer to the characters in print. For example, two horizontal lines above and below each other represent the print mathematical sign for equals =.

Appendix B: Acronyms and Definitions

Slate and stylus is a small, portable device for writing braille. Braille dots are embossed on paper within the slate by using a stylus with a pointed tip.

Standards are measurable statements about what students should know and be able to do. Standards define the knowledge and skills students should have within their Pre-K through grade 12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses, in workforce training programs or in a career.

Symbols are characters in braille. For example, dots 4,6 then dots 1,3 represent the symbol for the mathematical print sign for equals =.

Tactile graphics are raised pictures/images to convey non-textual information such as maps, graphs, and diagrams. Tactile graphics have labels in braille. Tactile graphics guidelines are followed to determine if an image should be created and if so, how. Some images are not necessary and can be omitted. Some images are substituted with letters, abbreviations, or words.

Tactile drawing tools are used to create raised pictures/images. These can include a spur wheel, stylus, wax, and other embossing tools.

Teacher of the Blind and Visually Impaired (TBVI) is a professional who provides special education services to students who are blind or visually impaired. TBVIs must meet Maryland teacher certification requirements in the area of vision by completing required coursework and meeting specified requirements. TBVIs perform assessments, and develop and implement Individual Education Programs (IEPs) or Individualized Family Service Plans (IFSPs) for children and youth birth through 21.

Uncontracted braille is the use of only letters of the alphabet when writing words and sentences.

Appendix C: Resources

This document contains a list of resources that may be useful when implementing the Maryland Common Core State Curriculum Frameworks for Braille: English/Language Arts. Inclusion in this list does not constitute an endorsement by the Maryland State Department of Education.

Braille Authority of North America. (2011). *Guidelines and Standards for Tactile Graphics*. Retrieved from: http://www.brailleauthority.org/tg/web-manual/index.html

Braille Literacy Resources: Website. Retrieved from: http://www.nfb.org/braille-resources

Braille Reading Pals Club. Website. Retrieved from: http://www.nfb.org/braille-reading-pals-early-literacy-program

Braille Formats: Principles of Print to Braille Transcription. (2011). Braille Authority of North America.

Castellano, C., & Kosman, D. (1997). *The Bridge to Braille: Reading and School Success for the Young Blind Child.* Baltimore, MD: National Organization of Parents of Blind Children.

Clark-Bischke, C. & Stoner, J. (October-November, 2009). *An Investigation of Spelling in the Written Compositions of Students Who Read Braille*. Journal of Visual Impairment and Blindness, 668-679.

Code for Computer Braille Notation. (1987). Braille Authority of North America. Louisville, Kentucky: American Printing House for the Blind.

Curran, E. *Just Enough to Know Better.* (1998). Boston, MA: National Braille Press.

Edman, P. (1992). *Tactile Graphics*. New York, NY: American Foundation for the Blind.

National Braille Association. Website. Retrieved from: http://nationalbraille.org/

Ovard, C. Website. *Braille Helps: Quick Reference Braille Guides and Charts.* Retrieved from http://braillehelps.blogspot.com/

Paths to Literacy. Website. The Perkins School for the Blind and the Texas School for the Blind and Visually Impaired. Retrieved from: http://www.pathstoliteracy.org/

Perkins Scout. Website. The Perkins School for the Blind: Watertown, MD. Retrieved from: http://www.perkins.org/resources/scout/literacy-and-braille/braille-instruction.html

Rex, E., Koenig, A., Wormsely, D., & Baker, R. (1994). *Foundations of Braille Literacy.* New York: American Foundation of the Blind.

Shodor Education Foundation, Inc. Website. *BRL: Braille Through Remote Learning.* Retrieved from http://www.brl.org/index.html

Appendix C: Resources

Swenson, A. *Instructional Strategies for Braille Literacy, Beginning with Braille: A Balanced Approach to Literacy*. (1997). New York: American Foundation for the Blind.

Tactile Graphics. Website. Retrieved from: http://www.tactilegraphics.org/

The Maryland State Department of Education. Website. S*chool Improvement in Maryland*. Retrieved from: http://mdk12.org/

Wall Emerson, R. Holbrook C. & D'Andrea, MF. *Acquisition of Literacy Skills by Young Children Who Are Blind: Results from the ABC Braille Study.* (October-November, 2009). Journal of Visual Impairment and Blindness, 610-624.

Wall Emerson, R. Sitar, D. Erin, J., Wormsley, D. & Leigh Herlich, S. *The Effect of Consistent Structured Reading Instruction on High and Low Literacy Achievement in Young Children Who Are Blind.* (October-November, 2009). Journal of Visual Impairment and Blindness, 595-609.

Wormsley, D. & D'Andrea, MF. (Editors). (1997). *Instructional Strategies for Braille Literacy.* New York: American Foundation for the Blind.

Wright, T. Wormsley, D. & Kamei-Hannan, C. *Hand Movements and Braille Reading Efficiency: Data from the Alphabetic Braille and Contracted Braille Study.* (October-November, 2009). Journal of Visual Impairment and Blindness, 649-661.

Appendix D: Instructional Materials

Braille Beginnings, Three-level program to teach phonics and braille contractions. Utah School for the Blind. (801-569-0061).

The Braille Connection. Curriculum to teach adventitiously blinded students to read braille. American Printing House for the Blind, http://www.aph.org/products/

Braille FUNdamentals., Four levels of materials to teach braille. Texas School for the Blind and Visually Impaired. http://www.tsbvi.edu/braille-materials/1050-braille-fundamentals-a-braille-curriculum-for-vi-students-from-primary-to-high-school-levels

Building on Patterns, Primary Braille English and Language Arts Program. American Printing House for the Blind. http://www.aph.org/products/

The Mangold Developmental Program of Tactile Perception and Braille Letter Recognition. Dr. Sally Mangold, Exceptional Teaching Aids. http://exceptionalteaching.net

Additional Resources

- American Printing House for the Blind http://www.aph.org/products/
-
- Exceptional Teaching Aids http://exceptionalteaching.net
-
- Freedom Scientific http://www.freedomscientific.com/
-
- Humanware http://www.humanware.com/en-usa/home
-
- Independent Living Aids http://www.independentliving.com/
-
- LS&S Group http://www.lssproducts.com/)
-
- MaxiAids http://www.maxiaids.com/store/default.asp
-
- Perkins Products http://support.perkins.org/site/PageServer?pagename=store_homepage
- Tack-Tiles http://www.tack-tiles.com/
-

NOTE: Inclusion in the list above does not constitute an endorsement by the Maryland State Department of Education.

Appendix E: Tactile Editing Marks

The chart below shows tactile editing marks that can be used with a young braille reader for editing on a draft writing that is produced in hardcopy braille.

"Tactile editing marks are not a practical option for pieces that include a large number of mechanical and content errors. By the time children are in second or third grade, they should be using technology (note taker and/or computer with a screen reader) for their writing. Revising and editing on the brailler are labor-intensive because changes are cumbersome to make and so much rewriting is involved. We want to make the writing process as easy as possible, so our young braille readers can focus on their message and retain their motivation for writing."
--Anna Swenson

Correction	Visual Symbol	Tactile Symbol	Comments
Capital letter	≡	■	Place a cutout square of graphic arts tape or gummed paper; or braille a full cell or dot 6 over or under the letter needing the capital.
Punctuation marks	. ? ! ,	●	Use circle stickers with the correct punctuation brailled next to or on the circle; or braille directly on the draft.
New paragraph	¶	★	Use a gummed star.
Correct spelling	⬭	▭ (file folder label)	Braille the correct spelling of the word on a file folder label and then affix it to the paper directly on top of the misspelled word or in the line above or under the word.
Space needed	|	| (Graphic arts tape)	Use a narrow strip of graphic arts tape to indicate the need for a space.
Insert	∧	| (Graphic arts tape)	Use graphic arts tape cut a bit wider to indicate where an insert should go; braille the material to be inserted in the space between the lines next to the strip of tape.
Cross out	—	▭ (piece of masking tape)	Place masking tape either directly over the words to be omitted or directly below or above the words (so that the student can see what he or she needs to omit).

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