**SCS HPELW Common Core Readiness Anchor Standards: Reading, Literature, Speaking and Listening**

1. **Reading Standards for Informational Text K-5**

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| ***Anchor Standards*** | ***Grade Level -K*** | ***Grade Level -1*** | ***Grade Level 2*** | ***Grade Level- 3*** | ***Grade Level -4*** | ***Grade Level -5*** |
| ***Key Ideas and Details***   * (Analyze how and why individuals, events, and ideas develop and interact over the course of a text.) * Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 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. | 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. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. | 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. | 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 |
| ***Integration of Knowledge and Ideas.***   * Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | With prompting and support, identify basic similarities in and difference between two texts on the same topic | Identify basic similarities in and differences between two texts on the same topic.  (illustrations, descriptions or procedures) | Compare and contrast the most important points presented by the two texts on the same topic | Compare and contrast the most important points presented by the two texts on the same topic | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

1. **Writing Standards Readiness Career Anchors**

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| ***Anchor Standards*** | ***Grade Level -K*** | ***Grade Level -1*** | ***Grade Level 2*** | ***Grade Level- 3*** | ***Grade Level -4*** | ***Grade Level-5*** |
| ***Text types and purposes.***   * Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. | * With prompting and support, ask and answer questions about key details in a text. * With prompting and support, identify characters, settings, and major events in a story. | * With prompting and support, ask and answer questions about key details in a text. * With prompting and support, identify characters, settings, and major events in a story. | * With prompting and support, ask and answer questions about key details in a text. | * Ask and answer questions about key details in a text. | * Identify characters, settings, and major events in a story. | * Identify characters, settings, and major events in a story. |
| ***Research to build and present knowledge.***   * Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the source. * Conduct short as well as more sustained research projects based on focus questions, demonstrating understanding | Participate in shared research and writing projects (e.g., explore a number of books by an author and express opinions about them) | 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 instruction) | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or record science observation.  ) | Conduct short research projects that build knowledge about a topic. | Conduct short research projects that build knowledge through investigation of different aspect of a topic | Conduct short research projects that build knowledge through investigation of different aspect of a topic |
| ***Production and distribution of writing.***   * Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | **Begins in grade 3** | **Begins in grade 3** | **Begins in grade 3** | Use technology including the internet to produce and publish writing and to interact and collaborate with others | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience |

1. **Readiness Anchor Standards for Speaking and Listening**

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| ***Anchor Standards*** | ***Grade Level -K*** | ***Grade Level -1*** | ***Grade Level 2*** | ***Grade Level- 3*** | ***Grade Level -4*** | ***Grade Level -5*** |
| ***Comprehension and Collaboration***   * 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 * Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | Ask and answer questions in order to seek help, get information or clarify something that is not understood | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood | 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. | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | Identify the reasons and evidence a speaker provides to support particular points | Summarize points a speaker makes and explain how each claim is supported by reasons and evidence. |