

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade
K

A resource to help you support your child's learning

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others and speaking aloud. Activities in these areas will include:

- Naming and writing upper- and lowercase letters
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing
- Learning and using new words
- Identifying words that rhyme
- Reading common words such as *the*, *of*, *you*, *are*, *she*, and *my*
- Asking and answering questions about a story the teacher reads out loud
- Identifying characters, settings, and major events in a story
- Recognizing the person, place, thing, or idea that an illustration shows
- Participating in discussions by listening and taking turns speaking
- Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly

In kindergarten, students will read stories and poems. They will read to learn about history, the world, science and other areas. Here are examples of how your child will develop important reading skills across grade levels.

Reading Literature

Kindergarten Reading	Grade One Reading	Grade Two Reading
<ul style="list-style-type: none">• With help from the teacher, students retell stories, including key details.	<ul style="list-style-type: none">• Students retell stories, including key details, and show that they understand the lesson or moral of a story.	<ul style="list-style-type: none">• Students retell stories and determine their central message, lesson, or moral.
<ul style="list-style-type: none">• With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none">• Students identify who is telling the story at various points in a text.	<ul style="list-style-type: none">• Students acknowledge differences in the points of view of characters, including by speaking in a different voice when reading aloud.

Reading for Information

Kindergarten Reading	Grade One Reading	Grade Two Reading
<ul style="list-style-type: none">• With help from the teacher, students ask and answer questions about key details in a text.	<ul style="list-style-type: none">• Students ask and answer questions about key details in a text.	<ul style="list-style-type: none">• Students ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.
<ul style="list-style-type: none">• With help from the teacher, students identify what person, place, thing, or idea a picture shows.	<ul style="list-style-type: none">• Students use the illustrations and details in a text to describe key ideas.	<ul style="list-style-type: none">• Students explain how images or illustrations (such as how a machine works) are useful.

Writing

Writing tasks in kindergarten may include short compositions that tell a story. Here are just a few examples of how your child will develop important writing skills across grade levels.

Kindergarten Writing	Grade One Writing	Grade Two Writing
<ul style="list-style-type: none">Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none">Students name a topic and supply some facts about the topic.	<ul style="list-style-type: none">Students introduce a topic and use facts and definitions to develop points.
	<ul style="list-style-type: none">Students provide some sense of closure.	<ul style="list-style-type: none">Students provide a concluding statement or section.

Helping your child learn outside of school

1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.
2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.
3. Ask your child to think about what the message of a story may be or what he or she learned from an informational book or article.
4. Look for opportunities in everyday places to build your child's vocabulary.
5. Help your child get a library card. Many libraries have book clubs and family activities that make reading fun.
6. Use websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child learning to read and write?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Adapted from Parent Roadmaps to the Common Core State Standards, Council of Great City Schools, www.cgcs.org

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade
1

A resource to help you support your child's learning

In grade one, your child will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary. Activities in these areas will include:

- Reading stories and showing they understand the lesson or moral of the story
- Asking and answering questions about a story, including characters, settings, and major events
- Comparing and contrasting the experiences of different characters
- Identifying the reasons an author gives to support a point
- Explaining differences between texts that tell stories and texts that provide information
- Learning and using new words
- Participating in class discussions
- Describing people, places, things, and events, expressing feelings and ideas clearly
- Working with others to gather facts and information on a topic
- Writing to describe an event, provide information on a topic, or share an opinion
- Learning the rules of spoken and written English

In grade one, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

Reading Literature

Kindergarten Reading	Grade One Reading	Grade Two Reading
<ul style="list-style-type: none">• With help from the teacher, students retell stories, including key details.	<ul style="list-style-type: none">• Students retell stories, including key details, and show that they understand the lesson or moral of a story.	<ul style="list-style-type: none">• Students retell stories and determine their central message, lesson, or moral.
<ul style="list-style-type: none">• With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none">• Students identify who is telling the story at various points in a text.	<ul style="list-style-type: none">• Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Reading for Information

Kindergarten Reading	Grade One Reading	Grade Two Reading
<ul style="list-style-type: none">• With help from the teacher, students ask and answer questions about key details in a text.	<ul style="list-style-type: none">• Students ask and answer questions about key details in a text.	<ul style="list-style-type: none">• Students ask and answer such questions as, and to demonstrate understanding of key details in a text.
<ul style="list-style-type: none">• With help from the teacher, students identify what person, place, thing, or idea a picture shows.	<ul style="list-style-type: none">• Students use the illustrations and details in a text to describe key ideas.	<ul style="list-style-type: none">• Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.

Writing

Writing tasks in grade one may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Kindergarten Writing	Grade One Writing	Grade Two Writing
<ul style="list-style-type: none">Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none">Students name a topic and supply some facts about the topic.	<ul style="list-style-type: none">Students introduce a topic and use facts and definitions to develop points.
	<ul style="list-style-type: none">Students provide some sense of closure.	<ul style="list-style-type: none">Students provide a concluding statement or section.

Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
5. Get your child a library card. Many libraries have book clubs and family activities that make reading fun.
6. Use websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child reading on grade level?
- How is my child doing in writing?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Adapted from Parent Roadmaps to the Common Core State Standards, Council of Great City Schools, www.cgcs.org

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade
2

A resource to help you support your child's learning

In grade two, students will continue to build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in variety of texts, such as stories, books, articles, and other sources of information including the Internet. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Activities in these areas will include:

- Reading stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story
- Reading texts about history, social studies, or science and identifying the main idea
- Answering *who, what, where, when, why,* and *how* questions about stories and books
- Describing the reasons that an author gives to support a point
- Learning and using new words
- Describing in their own words information learned from articles or books read aloud
- Participating in class discussions
- Working together to gather facts and information on a topic
- Writing about a short series of events and describing actions, thoughts, and feelings
- Writing about opinions on books using important details and examples to support a position
- Learning the rules of spoken and written English

In grade two, students will read stories and poems. Additionally, they will read to learn about history, the world, science, and other areas. Here are examples of how your child will develop important reading skills across grade levels.

Reading Literature

Grade One Reading	Grade Two Reading	Grade Three Reading
<ul style="list-style-type: none">• Students retell stories, including key details, and show that they understand the lesson or moral of a story.	<ul style="list-style-type: none">• Students retell stories and determine their central message, lesson, or moral.	<ul style="list-style-type: none">• Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.
<ul style="list-style-type: none">• Students identify who is telling the story at various points in a text.	<ul style="list-style-type: none">• Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading aloud.	<ul style="list-style-type: none">• Students distinguish their own point of view from that of the narrator or those of the characters.

Reading for Information

Grade One Reading	Grade Two Reading	Grade Three Reading
<ul style="list-style-type: none">• Students ask and answer questions about key details in a text.	<ul style="list-style-type: none">• Students ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none">• Students ask and answer questions about what they read by referring directly to parts of the text.
<ul style="list-style-type: none">• Students use the illustrations and details in a text to describe key ideas.	<ul style="list-style-type: none">• Students explain how specific images or illustrations are useful.	<ul style="list-style-type: none">• Students use information gained from images or illustrations.

Writing

Writing tasks in grade two may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade One Writing	Grade Two Writing	Grade Three Writing
<ul style="list-style-type: none">• Students name a topic and supply some facts about the topic.	<ul style="list-style-type: none">• Students introduce a topic and use facts and definitions to develop points.	<ul style="list-style-type: none">• Students introduce a topic and use facts, definitions, and details to develop points.
<ul style="list-style-type: none">• Students provide some sense of closure.	<ul style="list-style-type: none">• Students provide a concluding statement or section.	<ul style="list-style-type: none">• Students provide a concluding statement or section.
		<ul style="list-style-type: none">• Students group related information together.
		<ul style="list-style-type: none">• Students use linking words and phrases to connect ideas, such as <i>also</i>, <i>another</i>, and <i>but</i>.

Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
5. Get your child a library card. Many libraries have book clubs and family activities that make reading fun.
6. Use websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child reading on grade level?
- How is my child doing in writing?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Adapted from Parent Roadmaps to the Common Core State Standards, Council of Great City Schools, www.cgcs.org

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade
3

A resource to help you support your child's learning

In grade three, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Activities in these areas will include:

- Reading a wide range of stories and describing how a story teaches a lesson
- Describing characters in a story and how their actions contributed to events
- Reading texts about history, social studies, or science and answering questions about what they learned
- Referring to information from illustrations as well as the words in a text to support their answers
- Learning the rules of spoken and written English
- Writing research or opinion papers
- Learning and using new words, including words related to specific subjects (such as science)
- Participating in class discussions
- Giving a class presentation using relevant, organized facts and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Gathering information from books, articles, and online sources to build understanding of a topic

In grade three, students will read stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

Reading Literature

Grade Two Reading	Grade Three Reading	Grade Four Reading
<ul style="list-style-type: none">• Students retell stories and determine the central message, lesson, or moral.	<ul style="list-style-type: none">• Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.	<ul style="list-style-type: none">• Students determine the theme of a story, play, or poem from details in the text and summarize the text.
<ul style="list-style-type: none">• Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none">• Students distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none">• Students compare and contrast the point of view from which different stories are told, including the difference between first- and third-person accounts.

Reading for Information

Grade Two Reading	Grade Three Reading	Grade Four Reading
<ul style="list-style-type: none">• Students ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none">• Students ask and answer questions about what they read by referring directly to parts of the text.	<ul style="list-style-type: none">• Students refer to details in a text when explaining what the text says explicitly and from inferences.
<ul style="list-style-type: none">• Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.	<ul style="list-style-type: none">• Students use information gained from images or illustrations.	<ul style="list-style-type: none">• Students interpret charts, graphs, or other visual sources and explain how the information contributes to an understanding of the text.

Writing

Writing tasks in grade three may include stories, essays, reports, and opinion papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Two Writing	Grade Three Writing	Grade Four Writing
<ul style="list-style-type: none"> Students introduce a topic and use facts and definitions to develop their points. 	<ul style="list-style-type: none"> Students introduce a topic and use facts, definitions, and details to develop points. 	<ul style="list-style-type: none"> Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.
<ul style="list-style-type: none"> Students provide a concluding statement or section. 	<ul style="list-style-type: none"> Students provide a concluding statement or section. 	<ul style="list-style-type: none"> Students provide a concluding statement or section related to the information or explanation presented.
	<ul style="list-style-type: none"> Students group related information together. 	<ul style="list-style-type: none"> Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.
	<ul style="list-style-type: none"> Students use linking words and phrases to connect ideas, such as <i>also</i>, <i>another</i>, and <i>but</i>. 	<ul style="list-style-type: none"> Students link ideas within categories of information using words and phrases such as <i>another</i>, <i>for example</i>, <i>also</i>, and <i>because</i>.
		<ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary.

Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
5. Get your child a library card. Many libraries have book clubs and family activities that make reading fun.
6. Use websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade
4

A resource to help you support your child's learning

In grade four, students will continue to build important reading, writing, speaking, and listening skills and continue to grow their vocabulary. They will also be expected to explain what they have read by referring to details from the text. In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information. Activities in these areas will include:

- Identifying the theme or main idea of a story, play, or poem
- Comparing stories from different cultures
- Explaining how an author uses facts, details, and evidence to support their points
- Reading and understanding information presented in charts, graphs, and timelines
- Learning the rules of spoken and written English
- Writing research or opinion papers
- Learning and using new words, including words related to specific subjects (such as science)
- Participating in class discussions
- Giving a class presentation using relevant, organized facts and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Taking notes and organizing information from books, articles, and online source

In grade four, students will read a wide range of literature, including stories, plays, and poems. They will read about history, the world, science, and other areas. Here are examples of how your child will develop important reading skills across grade levels.

Reading Literature

Grade Three Reading	Grade Four Reading	Grade Five Reading
<ul style="list-style-type: none">• Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.	<ul style="list-style-type: none">• Students determine the theme of a story, play, or poem from details in the text and summarize the text.	<ul style="list-style-type: none">• Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic
<ul style="list-style-type: none">• Students distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none">• Students compare and contrast the point of view from which different stories are told, and the difference between first- and third-person accounts.	<ul style="list-style-type: none">• Students describe how a narrator's or speaker's point of view influences how events are described.

Reading for Information

Grade Three Reading	Grade Four Reading	Grade Five Reading
<ul style="list-style-type: none">• Students ask and answer questions about what they read by referring directly to parts of the text.	<ul style="list-style-type: none">• Students refer to details and examples in a text when explaining and drawing inferences from the text.	<ul style="list-style-type: none">• Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences
<ul style="list-style-type: none">• Students use information gained from images or illustrations.	<ul style="list-style-type: none">• Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.	<ul style="list-style-type: none">• Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing

Writing tasks in grade four may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Three Writing	Grade Four Writing	Grade Five Writing
<ul style="list-style-type: none">• Students introduce a topic and use facts, definitions, and details to develop points.	<ul style="list-style-type: none">• Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.	<ul style="list-style-type: none">• Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information.
<ul style="list-style-type: none">• Students provide a concluding statement or section.	<ul style="list-style-type: none">• Students provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none">• Students provide a concluding statement or section related to the information or explanation presented.
<ul style="list-style-type: none">• Students group related information together.	<ul style="list-style-type: none">• Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.	<ul style="list-style-type: none">• Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful.
<ul style="list-style-type: none">• Students use linking words and phrases to connect ideas, such as <i>also</i>, <i>another</i>, and <i>but</i>.	<ul style="list-style-type: none">• Students link ideas within categories of information using words and phrases (such as <i>another</i>, <i>for example</i>, <i>also</i>, and <i>because</i>).	<ul style="list-style-type: none">• Students link ideas within and across categories of information using words, phrases, and clauses (such as <i>in contrast</i> or <i>especially</i>).
	<ul style="list-style-type: none">• Students use precise language and subject-specific vocabulary.	<ul style="list-style-type: none">• Students use precise language and subject-specific vocabulary.

Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. Ask your child what he or she learned from reading and how that knowledge can be used in real life. Have him or her read the most interesting or useful sections aloud.
3. It is helpful when your child sees other people reading at home. You could share what you have read.
4. Keep track how much your child reads. Find materials your child is interested in to develop a passion for reading.
5. Get your child a library card. Many libraries have book clubs and family activities that make reading fun.
6. Use websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade
5

A resource to help you support your child's learning

In grade five, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also integrate information from different sources and respond through written interpretation and analysis.

Some of the work students will be doing in these areas includes:

- Determining the theme of a story, play, or poem
- Comparing and contrasting stories that deal with similar themes or topics
- Explaining how authors use reasons and evidence to support their points or ideas
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Learning the rules of spoken and written English
- Learning and using new words
- Understanding figurative language
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story
- Writing research or opinion papers

In grade five, students will read a wide range of literature, including stories, plays, and poems. Here are examples of how your child will develop important reading skills across grade levels:

Reading Literature

Grade Four Reading	Grade Five Reading	Grade Six Reading
<ul style="list-style-type: none">• Determine the theme of a story, play, or poem from details in the text and summarize the text.	<ul style="list-style-type: none">• Understand how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text.	<ul style="list-style-type: none">• Understand how the idea of a text is conveyed through particular details and provide a summary without personal opinions or judgments.
<ul style="list-style-type: none">• Compare and contrast the point of view from which different stories are told, including the difference between first- and third-person accounts.	<ul style="list-style-type: none">• Describe how a narrator or speaker's point of view influences how events are described.	<ul style="list-style-type: none">• Explain how an author develops the point of view of the narrator or speaker in a text.

Reading for Information

Grade Four Reading	Grade Five Reading	Grade Six Reading
<ul style="list-style-type: none">• Refer to details and examples when explaining what the text says explicitly and when drawing inferences.	<ul style="list-style-type: none">• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences.	<ul style="list-style-type: none">• Cite evidence to support what the text says explicitly as well as inferences drawn.
<ul style="list-style-type: none">• Interpret information presented in charts, graphs, or other visual sources and explain how the information contributes to an understanding of the text.	<ul style="list-style-type: none">• Draw on information from print or digital sources, locate an answer quickly or to solve a problem efficiently.	<ul style="list-style-type: none">• Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic.

Writing tasks in grade five may include stories, essays, reports, and persuasive papers. Here are examples of how your child will develop important writing skills across grade levels:

Grade Four Writing	Grade Five Writing	Grade Six Writing
<ul style="list-style-type: none"> Introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information. 	<ul style="list-style-type: none"> Introduce a topic clearly, providing a general observation and focus. 	<ul style="list-style-type: none"> Introduce a topic and develop the topic with relevant quotations, or other information.
<ul style="list-style-type: none"> Provide a concluding statement or section related to the information or explanation presented. 	<ul style="list-style-type: none"> Group related information logically and use formatting (such as headings), illustrations, and multimedia when useful. 	<ul style="list-style-type: none"> Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
<ul style="list-style-type: none"> Group related information in paragraphs and sections and use formatting, illustrations, and multimedia when useful. 	<ul style="list-style-type: none"> Link ideas within and across categories of information using words, phrases, and clauses (such as <i>in contrast</i> or <i>especially</i>). 	<ul style="list-style-type: none"> Include formatting, graphics, and multimedia when useful.
<ul style="list-style-type: none"> Link ideas within categories of information using words and phrases. 	<ul style="list-style-type: none"> Use precise language and subject-specific vocabulary. 	<ul style="list-style-type: none"> Use appropriate transitions.
<ul style="list-style-type: none"> Use precise language and subject-specific vocabulary. 		<ul style="list-style-type: none"> Establish a writing style.

Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. Ask your child what he or she learned from reading. Have your child read the most interesting sections aloud, and discuss how that knowledge can be used in real life.
3. Assist your child in using the Internet or a dictionary to look up unfamiliar words.
4. Keep track how much your child reads. Find materials your child is interested in to develop a passion for reading.
5. Get your child a library card. Many libraries have book clubs and family activities that make reading fun.
6. Use websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child at the level where he/she should be?
- What is giving my child the most trouble? Where is my child excelling?
- How can I help my child improve?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Adapted from Parent Roadmaps to the Common Core State Standards, Council of Great City Schools, www.cgcs.org

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade

6

A resource to help you support your child's learning

In grade six, students will read a range of books, articles, and texts, and demonstrate their understanding of the material. In writing, students will work on their use of language, sentence structure, and organization of ideas. They will also integrate information from different sources and respond through written interpretation and analysis.

Some of the work students will be doing in these areas includes:

- Providing detailed summaries of texts
- Determining the theme of a text and how it is conveyed
- Describing how a particular story or play unfolds and how characters respond to plot developments
- Using a range of reading strategies to determine the meaning of unknown words
- Participating in class discussions
- Comparing and contrasting various texts, including poems, stories, and historical novels
- Understanding the figurative and connotative (implied) meaning of words and phrases
- Identifying and evaluating specific claims or arguments in a text
- Supporting written claims or arguments with clear reasons and relevant evidence
- Producing clear and coherent writing appropriate to the task, purpose, and audience
- Conducting short research projects to answer a question, drawing on several sources

Here are just a few examples of how your child will develop important reading skills across grade levels.

Reading Literature

Grade Five Reading	Grade Six Reading	Grade Seven Reading
<ul style="list-style-type: none">• Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and summarize the text.	<ul style="list-style-type: none">• Students determine the theme or central idea of a text and how it is conveyed through particular details. Students also provide an objective summary of the text.	<ul style="list-style-type: none">• Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text.
<ul style="list-style-type: none">• Students describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none">• Students explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none">• Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Reading for Information

Grade Five Reading	Grade Six Reading	Grade Seven Reading
<ul style="list-style-type: none">• Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences.	<ul style="list-style-type: none">• Students analyze of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• Students analyze of what the text says explicitly as well as inferences drawn from the text.
<ul style="list-style-type: none">• Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none">• Students integrate information presented in different media or formats to develop a coherent understanding of a topic.	<ul style="list-style-type: none">• Students compare and contrast a text to an audio, video, or multimedia version of the text.

Writing

Writing tasks in grade six may include stories, essays, reports, and persuasive papers. Here are a few examples of how your child will develop important writing skills across grade levels.

Grade Five Writing	Grade Six Writing	Grade Seven Writing
<ul style="list-style-type: none"> Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information. 	<ul style="list-style-type: none"> Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. 	<ul style="list-style-type: none"> Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.
<ul style="list-style-type: none"> Students provide a concluding statement or section related to the information or explanation presented. 	<ul style="list-style-type: none"> Students provide a concluding statement or section that follows from the information or explanation presented. 	<ul style="list-style-type: none"> Students provide a concluding statement or section that follows from and supports the information or explanation presented.
<ul style="list-style-type: none"> Students group related information logically. 	<ul style="list-style-type: none"> Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. 	<ul style="list-style-type: none"> Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
<ul style="list-style-type: none"> Students link ideas within and across categories of information using words, phrases, and clauses such as in contrast or especially. 	<ul style="list-style-type: none"> Students use appropriate transitions to clarify the relationships among ideas and concepts. 	<ul style="list-style-type: none"> Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
<ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary. 	<ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary. 	<ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary to inform about or explain the topic.

Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. Ask your child what he or she learned from reading. Have your child read the most interesting sections aloud, and discuss how that knowledge can be used in real life.
3. It is helpful when your child sees other people reading at home. You could share what you have read.
4. Make time for conversation. Discuss current events, shared interests, and future aspirations for education and career.
5. Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your child's exposure to new knowledge and vocabulary.
6. Use websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child reading on grade level? How is my child doing in writing?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade

7

A resource to help you support your child's learning

In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text in speaking and writing. Your child will also build academic vocabulary as he or she reads more complex stories, plays, historical novels, poems, and informational books and articles. Activities in these areas will include:

- Analyzing how the form or structure of a play or poem contributes to its meaning
- Analyzing how particular elements of a story or play interact
- Determining how an author develops and contrasts the points of view of different characters or narrators in a text
- Conducting short research projects, drawing on several sources
- Engaging in classroom discussions on topics and texts
- Identifying a speaker's argument and specific claims and evaluating the reasoning and evidence behind these claims
- Using clues such as word roots or add-ons to a word (such as the prefix *hyper-*, which means 'excessive' in the words *hyperactive* and *hypersensitive*) to determine the meaning of a word
- Interpreting figures of speech or references to literature or mythology in a text
- Writing for a range of purposes and audiences

Here are just a few examples of how your child will develop important reading skills across grade levels.

Reading Literature

Grade Six Reading	Grade Seven Reading	Grade Eight Reading
<ul style="list-style-type: none">• Students determine the theme or central idea of a text and how it is conveyed through particular details. Students also provide a summary of the text without personal opinions or judgments.	<ul style="list-style-type: none">• Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text.	<ul style="list-style-type: none">• Students 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..
<ul style="list-style-type: none">• Students explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none">• Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<ul style="list-style-type: none">• Students analyze how differences in the points of view of the characters create such effects as suspense or humor.

Reading for Information

Grade Six Reading	Grade Seven Reading	Grade Eight Reading
<ul style="list-style-type: none">• Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• Students cite evidence from the text that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<ul style="list-style-type: none">• Students integrate information presented in different media or formats (such as visually, or through numbers) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none">• Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject	<ul style="list-style-type: none">• Students evaluate the advantages and disadvantages of using different mediums (such as print or digital text, video, or multimedia) to present a particular topic or idea.

Writing

Writing tasks in grade seven may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Six Writing	Grade Seven Writing	Grade Eight Writing
<ul style="list-style-type: none"> Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. 	<ul style="list-style-type: none"> Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. 	<ul style="list-style-type: none"> Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information.
<ul style="list-style-type: none"> Students provide a concluding statement or section that follows from the information or explanation presented. 	<ul style="list-style-type: none"> Students provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> Students provide a concluding statement or section that follows from and supports the information or explanation presented.
<ul style="list-style-type: none"> Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. 	<ul style="list-style-type: none"> Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. 	<ul style="list-style-type: none"> Students organize ideas, concepts, and information into broader categories.
<ul style="list-style-type: none"> Students use appropriate transitions to clarify the relationships among ideas and concepts. 	<ul style="list-style-type: none"> Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 	<ul style="list-style-type: none"> Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary. 	<ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary to inform or explain the topic. 	<ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary to inform about or explain the topic.

Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. Ask your child what topics, events, or activities he or she likes. Then look for materials about those topics.
3. It is helpful when your child sees other people reading at home. You could share what you have read.
4. Make time for conversation. Discuss current events, shared interests, and future aspirations for education and career.
5. Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your child's exposure to new knowledge and vocabulary.
6. Use websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child's work meeting grade-level expectations?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade

8

A resource to help you support your child's learning

In grade eight, students will read major works of fiction and nonfiction from all over the world and from different time periods. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. Activities in these areas will include:

- Identifying what a reading selection explicitly says and drawing inferences based on evidence
- Analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- Evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- Connecting information and ideas in writing
- Analyzing the purpose of information presented in diverse media formats, such as video clips
- Participating in class discussions
- Developing a large vocabulary of multi-use academic words and phrases
- Interpreting figures of speech, such as puns or verbal irony, in context

In grade eight, students will read a wide range of literature, including stories, plays, and poems. They will read to learn about history, the world, science, and other areas. Here are examples of how your child will develop important reading skills across grade levels.

Reading Literature

Grade Seven Reading	Grade Eight Reading	Grade Nine Reading
<ul style="list-style-type: none">• Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text.	<ul style="list-style-type: none">• Students determine a theme or central idea of a text and analyze its development including its relationship to the characters, setting, and plot. Students also provide an objective summary of the text.	<ul style="list-style-type: none">• Students determine a theme or central idea of a text and analyze in detail its development including how it emerges and is shaped and refined by specific details.
<ul style="list-style-type: none">• Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<ul style="list-style-type: none">• Students analyze how differences in the points of view of the characters and reader create suspense or humor.	<ul style="list-style-type: none">• Students analyze a particular point of view or experience is reflected in a work of literature from outside the United States.

Reading for Information

Grade Seven Reading	Grade Eight Reading	Grade Nine Reading
<ul style="list-style-type: none">• Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• Students cite evidence from the text that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• Students cite evidence from the text to support an analysis of what the text says explicitly as well as inferences drawn from the text.
<ul style="list-style-type: none">• Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (such as how the delivery of a speech affects the impact of the words).	<ul style="list-style-type: none">• Students evaluate the advantages and disadvantages of using different mediums (such as print or digital text, video, or multimedia) to present a particular topic or idea.	<ul style="list-style-type: none">• Students analyze various accounts of a subject told in different mediums (such as print, video, and multimedia), determining which details are emphasized in each account.

Writing

Writing tasks in grade eight may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Seven Writing	Grade Eight Writing	Grade Nine Writing
<ul style="list-style-type: none"> • Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. 	<ul style="list-style-type: none"> • Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information. 	<ul style="list-style-type: none"> • Students introduce a topic and 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.
<ul style="list-style-type: none"> • Students provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> • Students provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> • Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic).
<ul style="list-style-type: none"> • Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. 	<ul style="list-style-type: none"> • Students organize ideas, concepts, and information into broader categories. 	<ul style="list-style-type: none"> • Students organize complex ideas, concepts, and information to make important connections and distinctions.
<ul style="list-style-type: none"> • Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 	<ul style="list-style-type: none"> • Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 	<ul style="list-style-type: none"> • Students use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<ul style="list-style-type: none"> • Students use precise language and subject-specific vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> • Students use precise language and subject-specific vocabulary to inform or explain the topic. 	<ul style="list-style-type: none"> • Students use precise language and subject-specific vocabulary appropriate for the complexity of the topic.

Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. Ask your child what topics, events, or activities he or she likes. Then look for materials about those topics.
3. It is helpful when your child sees other people reading at home. You could share what you have read.
4. Make time for conversation. Discuss current events, shared interests, and future aspirations for education and career.
5. Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your child's exposure to new knowledge and vocabulary.
6. Use websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child producing quality work?
- What are my child's strengths and weaknesses?
- What additional support or resources can I provide my child at home?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade
9-12

A resource to help you support your child's learning

In high school, students will closely and critically read complex works of literature and informational texts. In writing and through class discussions, students will interpret what they read and present analysis based on appropriate examples and evidence from the text.

Some of the work students will be doing in these areas includes:

- Reading and analyzing foundational works of American and world literature
- Evaluating the reasoning used in historical documents
- Understanding the role of figurative language
- Participating in group discussions
- Giving a class presentation
- Conducting short- and long-term research projects

Here are just a few examples of how students will develop important literacy skills across grade levels as they read increasingly challenging works of literature.

Reading Literature

Grade Eight Reading	Grade Nine & Ten Reading	Grade Eleven & Twelve Reading
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.	<ul style="list-style-type: none">• Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.	<ul style="list-style-type: none">• Analyze a point of view by distinguishing what is directly stated in a text from what is really meant.

Reading for Information

Grade Eight Reading	Grade Nine & Ten Reading	Grade Eleven & Twelve Reading
<ul style="list-style-type: none">• Support an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• Cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn.	<ul style="list-style-type: none">• Cite evidence to support an analysis of what the text says including determining where the text leaves matters uncertain.
<ul style="list-style-type: none">• Evaluate the advantages and disadvantages of using different mediums (such as text, video, or multimedia) to present a particular topic or idea.	<ul style="list-style-type: none">• Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.	<ul style="list-style-type: none">• Integrate information presented in different media or formats as well as in words in order to address a question.

Writing tasks in high school may include literary analysis, research papers, creative writing, and essays. Here are a few examples of how students will develop important writing skills across grade levels.

Grade Eight Writing	Grade Nine & Ten Writing	Grade Eleven & Twelve Writing
<ul style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow, and develop the topic with facts, definitions, concrete details, quotations, or other information. 	<ul style="list-style-type: none"> Introduce a topic clearly with information and examples appropriate to the audience's knowledge of the topic. 	<ul style="list-style-type: none"> Introduce a topic clearly with information and examples appropriate to the audience's knowledge of the topic.
<ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> Provide a concluding statement or section such as articulating implications or the significance of the topic. 	<ul style="list-style-type: none"> Provide a concluding statement or section such as articulating implications or the significance of the topic.
<ul style="list-style-type: none"> Organize ideas, concepts, and information into broader categories. 	<ul style="list-style-type: none"> Organize complex ideas, concepts, and information to make important connections and distinctions. 	<ul style="list-style-type: none"> Organize complex ideas so that each new element builds on what came before to create a coherent narrative.
<ul style="list-style-type: none"> Use appropriate transitions to create cohesion and clarify relationships among ideas 	<ul style="list-style-type: none"> Use precise language and subject-specific vocabulary appropriate for the complexity of the topic. 	<ul style="list-style-type: none"> Use appropriate and varied transitions and sentence structure.
<ul style="list-style-type: none"> Use precise language and subject-specific vocabulary 		<ul style="list-style-type: none"> Use an analogy to illustrate a point

Helping your child learn outside of school

1. Increase time for conversation at home. Discuss classroom assignments, activities, and homework. Ask your child how he or she is doing in class and how you can help.
2. Ask your child about his or her academic goals and career interests. Assist in gathering various sources of information on college and career opportunities.
3. Begin to explore colleges and other postsecondary options that are of interest to your child.

Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child becoming an effective writer?
- Is my child becoming more skilled at reading and understanding challenging material?
- What extra support can I provide at home to reinforce what you are teaching in class?
- How can I ensure that my child is developing good study habits for high school and beyond?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.

Adapted from Parent Roadmaps to the Common Core State Standards, Council of Great City Schools, www.cgcs.org