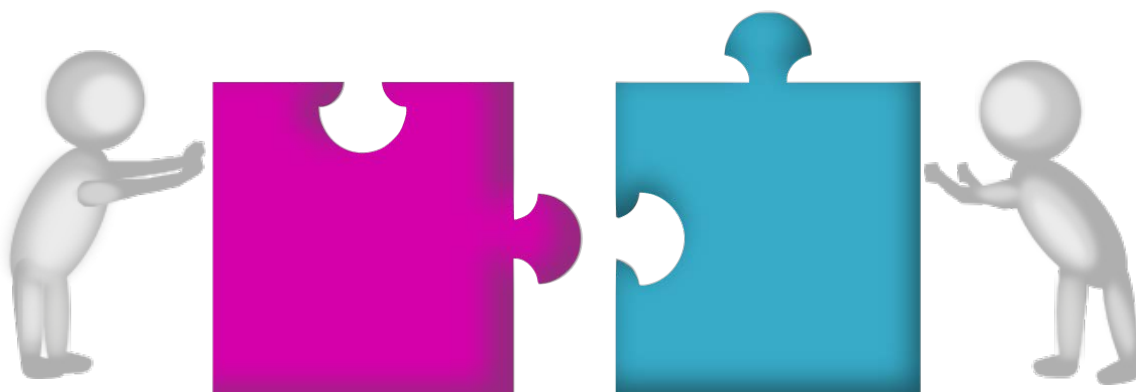


Bilingual Common Core Initiative  
Language Arts Progressions:  
***Guide to Academic and Linguistic Demands***  
***Speaking & Listening***

<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>



*Compiled by Long Island RBE-RN*



## ***Foreword***

It is with great pleasure that we share with you a series of new publications that our Long Island RBE-RN staff has developed, entitled *Bilingual Common Core Initiative Language Arts Progressions: Guide to Academic and Linguistic Demands*. Each publication compiles information on the NYS Common Core Learning Standards (NYS CCLS) and incorporates salient information from the Bilingual Common Core Initiative (BCCI) Progression documents. The *Guides* have been organized and published, as follows:

1. Reading Standards for Information – K to 12
2. Reading Standards for Literature – K to 12
3. Writing Standards – K to 12
4. Speaking and Listening – K-12

The information presented in these *Guides* was taken directly from the NYS Common Core Learning Standards and from the BCCI Progression documents available on the EngageNY website at: <http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>. These *Guides* are not intended to replace the BCCI Progression documents; rather they are designed to be ancillary resources to help teachers quickly identify the grade-level NYS Common Core Learning Standards, as well as the academic and linguistic demands targeted for instruction in the BCCI Progressions. The documents are intended to assist ESOL and Bilingual teachers in incorporating both the NYS CCLS and BCCI Progressions into instruction, to assist ESOL teachers in collaborative planning with their ELA Co-Teachers, as well as to be used as a tool in professional development for content area teachers.

As stated in the NYSED Blueprint for English Language Learners' (ELLs') Success, "*All teachers are teachers of English Language Learners and need to plan accordingly*," we believe that these documents can be a valuable resource in planning instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Common Core Learning Standards.

These documents were the result of many hours of arduous teamwork here at the Long Island RBE-RN. We gratefully acknowledge the contributions of Christa Stevenson, Porfirio Lopez, and Gaetano Vaccaro, our enthusiastic and talented Bilingual Resource Specialists, whose steadfast dedication to enhancing the education of our ELL population is immeasurable.

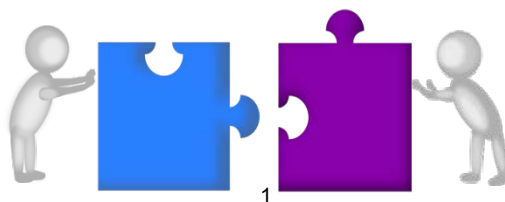
*Terri Brady-Méndez, Director*  
Long Island RBE-RN

Bilingual Common Core Initiative ~ Language Arts Progressions  
**Guide to Academic and Linguistic Demands**  
**Speaking & Listening**

<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

Table of Contents

Anchor Standard 1.....	2
Anchor Standard 2.....	8
Anchor Standard 3.....	12
Anchor Standard 4.....	15
Anchor Standard 5.....	18
Anchor Standard 6.....	20
Anchor Standard 7.....	n/a
Anchor Standard 8.....	n/a
Anchor Standard 9.....	n/a
Anchor Standard 10.....	n/a
Anchor Standard 11.....	n/a
Appendix .....	22
NYSCCLS Language Standards for K-5.....	23
NYSCCLS Language Standards for 6-12 .....	27



**Bilingual Common Core Initiative – New Language Arts Progressions  
Compendium of Academic & Linguistic Demands**

***Speaking & Listening Anchor Standard 1***

<b>Speaking &amp; Listening Anchor Standard 1</b>	<b>Main Academic Demand</b>
<i>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.</i>	<i>Prepare and Participate in Conversations, Expressing Their Point of View Clearly and Persuasively</i>

<b>CCSL Grade Level Standard</b>	<b>Grade Level Academic Demand</b>	<b>Linguistic Demand</b>
<b>Kindergarten (SL.K.1)</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <b>b.</b> Continue a conversation through multiple exchanges. <b>c.</b> Seek to understand and communicate with individuals from different cultural backgrounds.	<i>Participate in Collaborative Conversations, Follow Rules of Discussion and Continue Conversation through Multiple Exchanges</i>	<ul style="list-style-type: none"> <li>• Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</li> <li>• Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</li> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> </ul>
<b>Grade 1 (SL.1.1)</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b>a.</b> 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). <b>b.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <b>c.</b> Ask questions to clear up any confusion about the topics and texts under discussion. <b>d.</b> Seek to understand and communicate with individuals from different cultural backgrounds.	<i>Participate in Collaborative Conversations, Follow Rules for Discussions and Ask for Clarification When Needed</i>	<ul style="list-style-type: none"> <li>• Use words and phrases to contribute to conversations (e.g., I want to add; I think that ).</li> <li>• Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</li> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> </ul>
<b>Grade 2 (SL.2.1)</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <b>a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways,	<i>Participate in Collaborative Conversations Follow Rules for Discussions Ask for Clarification and Further Explanations When</i>	<ul style="list-style-type: none"> <li>• Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</li> <li>• Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</li> <li>• Use words and phrases that express an</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>b.</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>d.</b> Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p><i>Needed</i></p>	<p>opinion (e.g., I disagree/agree).</p> <ul style="list-style-type: none"> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> <li>• Use sentence structures that facilitate linking comments (e.g., You/I said but s/he said. How is that different/similar?).</li> </ul>
<p><b>Grade 3 (SL.3.1)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;</p> <p><b>b.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion);</p> <p><b>c.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others;</p> <p><b>d.</b> Explain their own ideas and understanding in light of the discussion;</p> <p><b>e.</b> Seek to understand and communicate with individuals from different cultural backgrounds</p>	<p><i>Participate in Collaborative Conversations Follow Rules for Discussions Build on Others' Talk by Linking Comments and Staying on Topic</i></p>	<ul style="list-style-type: none"> <li>• Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</li> <li>• Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Don't you agree?).</li> <li>• Use words and phrases that express an opinion (e.g., I do/don't agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> <li>• Use sentence structures that facilitate linking comments (e.g., You/I said but s/he said. How is that different/similar?).</li> <li>• Use words and phrases to explain (What I mean is; What you are saying is).</li> </ul>
<p><b>Grade 4 (SL.4.1)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;</p> <p><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles;</p> <p><b>c.</b> Pose and respond to specific questions to clarify or follow up on information, and make</p>	<p><i>Participate in Collaborative Conversations Follow Rules for Discussions Review Key Ideas in Light of the Discussion</i></p>	<p>Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</p> <ul style="list-style-type: none"> <li>• Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</li> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> <li>• Use sentence structures that facilitate linking comments (e.g., You/I said but s/he said; How is that different/similar?).</li> <li>• Use words and phrases to explain (What</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>comments that contribute to the discussion and link to the remarks of others;</p> <p><b>d.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion;</p> <p><b>e.</b> Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p>		<p>I mean is ; What you are saying is ).</p> <ul style="list-style-type: none"> <li>• Use words and phrases to review key ideas (e.g., The main points made were).</li> <li>• Use sentence structures to convey the development of their own ideas (This idea is different from ; Before I thought but now I think ).</li> </ul>
<p><b>Grade 5 (SL.5.1)</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;</p> <p><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles;</p> <p><b>c.</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others;</p> <p><b>d.</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions;</p> <p><b>e.</b> Seek to understand and communicate with individuals from different perspectives and cultural backgrounds;</p> <p><b>f.</b> Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.</p>	<p><i>Participate in Collaborative Conversations Follow Rules for Discussions Review Key Ideas and Draw Conclusions in Light of the Discussion</i></p>	<p>Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</p> <ul style="list-style-type: none"> <li>• Use question forms to elicit exchanges from peers or adults (e.g., What do you think?</li> </ul> <p>Do you disagree/agree?).</p> <ul style="list-style-type: none"> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> <li>• Use sentence structures that convey an elaboration on the remarks of others (e.g., I would like to add to your point; Another important point is ).</li> <li>• Use words and phrases to explain (What I mean is ; What you are saying is ).</li> <li>• Use words and phrases to review key ideas (e.g., Some important ideas we discussed were).</li> <li>• Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought but now I think; This makes me realize that).</li> </ul>
<p><b>Grade 6 (SL.6.1)</b></p> <p>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.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion;</p> <p><b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed;</p> <p><b>c.</b> Pose and respond to specific questions with</p>	<p><i>Participate in Collaborative Conversations Follow Rules for Discussions Respond to Specific Questions with Elaboration and Detail</i></p>	<p>Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</p> <ul style="list-style-type: none"> <li>• Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</li> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> <li>• Use words and phrases to explain (What I mean is; What you are saying is ).</li> <li>• Use words and phrases to review key ideas (e.g., The main points I heard were).</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>elaboration and detail by making comments that contribute to the topic, text or issue under discussion;</p> <p><b>d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing;</p> <p><b>e.</b> Seek to understand and communicate with individuals from different perspectives and cultural backgrounds</p>		<ul style="list-style-type: none"> <li>• Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought ____ but now I think; This makes me realize that).</li> <li>• Use introductory phrases to facilitate reflection and paraphrasing (e.g., The author thinks that but you/I think that; This is different because).</li> </ul>
<p><b>Grade 7 (SL.7.1)</b> 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.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion;</p> <p><b>b.</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed;</p> <p><b>c.</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed;</p> <p><b>d.</b> Acknowledge new information expressed by others and, when warranted, modify their own views;</p> <p><b>e.</b> Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p><i>Engage and Prepared to Participate in Collaborative Conversations Follow Rules for Discussions Pose Questions That Elicit Elaboration Acknowledge New Information and Modify Personal Views</i></p>	<ul style="list-style-type: none"> <li>• Use words and phrases to contribute to conversations (e.g., I want to add; I think that ).</li> <li>• Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</li> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said ?).</li> <li>• Use words and phrases to explain (What I mean is ; What you are saying is ).</li> <li>• Use sentence structures that facilitate a review key of ideas (e.g., Some said while others believe).</li> <li>• Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought but now I think; This makes me realize that).</li> <li>• Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that but you/I think that; This is different because).</li> </ul>
<p><b>Grade 8 (SL.8.1)</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion;</p> <p><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed;</p>	<p><i>Participate in Collaborative Conversations Follow Rules for Discussions Pose and Answer Questions That Connect Ideas Acknowledge New Information and Justify One's Own Views</i></p>	<ul style="list-style-type: none"> <li>• Use words and phrases to review key ideas (e.g., The key ideas that were considered were).</li> <li>• Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought but now I think; This makes me realize that).</li> <li>• Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that but you/I think that; This is different because).</li> <li>• Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</li> <li>• Use questions forms to elicit exchanges</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p><b>c.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas;</p> <p><b>d.</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented;</p> <p><b>e.</b> Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds</p>		<p>from peers or adults (e.g., What do you think? Do you disagree/agree?).</p> <ul style="list-style-type: none"> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> <li>• Use words and phrases to explain (What I mean is; What you are saying is).</li> </ul>
<p><b>Grade 9-10 (SL.9-10.1)</b></p> <p>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.</p> <p><b>a.</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;</p> <p><b>b.</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed;</p> <p><b>c.</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others on the discussion and clarify, verify or challenge ideas and conclusions;</p> <p><b>d.</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented;</p> <p><b>e.</b> Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p><i>Prepare and Participate in Collaborative Conversations Follow Rules for Discussions Pose and Answer Questions That Connect Ideas Propel Conversations by Posing and Responding to Questions</i></p>	<p>Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</p> <ul style="list-style-type: none"> <li>• Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</li> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> <li>• Use words and phrases to explain (What I mean is; What you are saying is).</li> <li>• Use words and phrases to review key ideas (e.g., To summarize, the critical issues raised were).</li> <li>• Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought but now I think; This makes me realize that).</li> <li>• Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that but you/I think that; This is different because).</li> <li>• Use words and phrases to make new connections based on evidence and reasoning (e.g., In light of what the author says; The conclusion that we can reach is Considering that).</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p><b>Grade 11-12 (SL.11-12.1)</b> 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.</p> <p><b>a.</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;</p> <p><b>b.</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed;</p> <p><b>c.</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions and promote divergent and creative perspectives;</p> <p><b>d.</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible and determine what additional information or research is required to deepen the investigation or complete the task;</p> <p><b>e.</b> Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds</p>	<p><i>Prepare and Participate in Collaborative Conversations Follow Democratic and Civil Rules for Discussions Pose and Answer Questions That Connect Ideas Respond Thoughtfully to Diverse Perspectives</i></p>	<p>Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</p> <ul style="list-style-type: none"> <li>• Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</li> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> <li>• Use words and phrases to explain (What I mean is; What you are saying is).</li> <li>• Use words and phrases to review key ideas (e.g., To summarize, the critical issues raised were).</li> <li>• Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought but now I think; This makes me realize that).</li> <li>• Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that but you/I think that; This is different because).</li> <li>• Use words and phrases to make new connections based on evidence and reasoning (e.g., In light of what the author says; The conclusion that we can reach is; Considering that).</li> </ul>

**Bilingual Common Core Initiative – New Language Arts Progressions**  
**Compendium of Academic & Linguistic Demands**

***Speaking & Listening Anchor Standard 2***

<b>Speaking &amp; Listening Anchor Standard 2</b>	<b>Main Academic Demand</b>
<i>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</i>	<i>Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>

<b>CCSL Grade Level Standard</b>	<b>Grade Level Academic Demand</b>	<b>Linguistic Demand</b>
<b>Kindergarten (SL.K.2)</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<i>Ask and Answer Questions to Clarify and Request Information Presented Orally</i>	Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language. Use words and phrases to ask and clarify information pertaining to a text: <ul style="list-style-type: none"> <li>• WHO questions and answers target the subject(s) who were involved in an event.</li> <li>• WHERE questions and answers refer to the place (or even circumstances) where an event takes place.</li> <li>• WHY questions refer to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.</li> <li>• WHAT questions and answers refer to the event that took place.</li> <li>• HOW questions and answers refer to the sequence that leads to the main event (timelines, cycles, procedures can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.</li> </ul>
<b>Grade 1 (SL.1.2)</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<i>Ask and Answer Questions about Details Presented Orally</i>	Use words and phrases to ask and clarify information pertaining to a text: <ul style="list-style-type: none"> <li>• WHO questions and answers target the subject(s) who were involved in an event.</li> <li>• WHERE questions and answers refer to the place (or even circumstances) where an event takes place.</li> <li>• WHY questions refer to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.</li> <li>• WHAT questions and answers refer to the event that took place.</li> <li>• HOW questions and answers refer to the sequence that leads to the main event (timelines, cycles, procedures can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<b>Grade 2 (SL.2.2)</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<i>Recount and Describe Key Ideas or Details from a Read Aloud</i>	Use transitional words (e.g., in the beginning, first, then, after, in the end) that support recounting such as sequencing or chronological markers. <ul style="list-style-type: none"> <li>• Use nouns and verbs that focus on the subjects and the actions.</li> <li>• Use adjectives that provide details.</li> </ul>
<b>Grade 3 (SL.3.2)</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	<i>Determine Main Idea and Supporting Details of a Text Read Aloud</i>	<ul style="list-style-type: none"> <li>• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.</li> <li>• Use adjectives and adverbs that provide details about the text.</li> </ul>
<b>Grade 4 (SL.4.2)</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	<i>Paraphrase Portions of a Text Read</i>	<ul style="list-style-type: none"> <li>• Use introductory words and phrases to paraphrase and present the topic of the text (e.g., this text is about).</li> <li>• Use transitional words (e.g., then, after that, in the beginning, in the end) to support the paraphrasing sequencing and chronological markers.</li> <li>• Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar, on the one hand, on the other hand) to present relational information.</li> <li>• Use cause and effect words (e.g., because, since, so) to present information.</li> <li>• Use signal words (e.g., however, but, nonetheless) to convey a change of direction.</li> </ul>
<b>Grade 5 (SL.5.2)</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	<i>Summarize a Written Text Read Aloud</i>	<ul style="list-style-type: none"> <li>• Use introductory words and phrases to paraphrase and present the topic of the text (e.g., this text is about).</li> <li>• Use concluding words to support summarizing (e.g., in conclusion, in sum, to summarize).</li> <li>• Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end).</li> <li>• Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar, on the one hand, on the other hand) to present relational information.</li> <li>• Use cause and effect words (e.g., because, since, so, the consequence was, the reason was) to present information.</li> <li>• Use signal words (e.g., however, but, nonetheless, even though) to convey a change of direction.</li> </ul>
<b>Grade 6 (SL.6.2)</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study. <b>a.</b> Use their experience and their knowledge of language and logic, as well as culture,	<i>Interpret Information Presented in Diverse Media and Explain How It Contributes to a Topic</i>	Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic. <ul style="list-style-type: none"> <li>• Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar, on the one hand, on the other hand) to present relational information.</li> <li>• Use cause and effect words (e.g., because, since, so, the consequence was, the reason was) to present information.</li> <li>• Use signal words (e.g., however, but, nonetheless, even though) to convey a change of direction.</li> <li>• Use introductory words and phrases (e.g., in fact, an example, in other words) to cite examples.</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
to think analytically, address problems creatively and advocate persuasively.		
<b>Grade 7 (SL.7.2)</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study. <b>a.</b> Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.	<i>Analyze the Main Idea and Supporting Details Presented in Diverse Media and Format Explain How an Idea Clarifies a Topic</i>	<ul style="list-style-type: none"> <li>• Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text and that signal the main idea.</li> <li>• Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.</li> <li>• Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) to present relational information.</li> <li>• Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information.</li> <li>• Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction.</li> <li>• Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples.</li> <li>• Use transitional words and phrases (e.g., to add, in addition, furthermore, moreover) to convey add information.</li> </ul>
<b>Grade 8 (SL.8.2)</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. <b>a.</b> Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively	<i>Analyze the Purpose of Information Presented in Diverse Media and Formats Evaluate the Motives behind Its Presentation</i>	<ul style="list-style-type: none"> <li>• Identify the purpose of information and evaluate the motives.</li> <li>• Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text and to evaluate the purpose and the main idea.</li> <li>• Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.</li> <li>• Use words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) for comparing and contrasting.</li> <li>• Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information.</li> <li>• Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction.</li> <li>• Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples.</li> <li>• Use transitional words and phrases (e.g., to add, in addition, furthermore, moreover) to convey add information.</li> <li>• Use concluding words and phrases (e.g., although this may be true, in contrast, different from, of course, but, at the same time) to present evaluation of the text</li> </ul>
<b>Grade 9-10 (SL.9-10.2)</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	<i>Integrate Multiple Sources of Information, Evaluating the Credibility and Accuracy of Each Source</i>	<ul style="list-style-type: none"> <li>• Use words and phrases (e.g., although this may be true, in contrast, different from, of course, but, at the same time, conversely, in spite of, nevertheless) to explain the credibility of sources.</li> <li>• Use words and phrases (e.g., impartial/biased, neutral/subjective, valid/invalid, trustworthy/untrustworthy) that signal credibility and accuracy.</li> </ul>
<b>Grade 11-12 (SL.11-12.2)</b> Integrate multiple sources of information presented in diverse formats and media	<i>Integrate Sources of Information Evaluate the Credibility and</i>	<ul style="list-style-type: none"> <li>• Use words and phrases (e.g., although this may be true, in contrast, different from, of course, but, at the same time, conversely, in spite of, nevertheless) to explain the credibility of sources.</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
(e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<i>Accuracy of Each Source</i>	<ul style="list-style-type: none"> <li>• Use words and phrases (e.g., impartial/biased, neutral/subjective, valid/invalid, trustworthy/untrustworthy) that signal credibility and accuracy.</li> </ul>

**Bilingual Common Core Initiative – New Language Arts Progressions**  
**Compendium of Academic & Linguistic Demands**

## ***Speaking & Listening Anchor Standard 3***

<b>Speaking &amp; Listening Anchor Standard 3</b>	<b>Main Academic Demand</b>
<i>Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</i>	<i>Evaluate a Speaker's Point of View</i>

<b>CCSL Grade Level Standard</b>		<b>Linguistic Demand</b>
<b>Kindergarten (SL.K.3)</b> Ask and answer questions in order to seek help, get information or clarify something that is not understood.	<i>Ask and answer questions in order to seek help, get information or clarify something that is not understood.</i>	Use who, what, where, why and how question forms based on the text to seek help, information or clarification: Did you notice what ____ said? Who just said that? Where did you say it happened? When? Can you help me with ____? What about ____?
<b>Grade 1 (SL.1.3)</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<i>Ask and Answer Questions to Gather and Clarify Information</i>	Use who, what, where, why and how question forms to gather and clarify information: Did you notice what ____ said? Who just said that? Where did you say it happened? When? Can you help me with ____? Would you like to add something? Can you repeat that part? What about ____?
<b>Grade 2 (SL.2.3)</b> 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.	<i>Ask and Answer Questions to Clarify, Gather Information and Deepen Understanding</i>	<ul style="list-style-type: none"> <li>• Use question forms to clarify when the listener cannot make sense of the speaker's responses: Can you repeat that part? I didn't understand when you said _____. Who just said that? When did you say ____ happened? Where exactly?</li> <li>• Use question forms to gather additional information. Example to Address the</li> </ul>
<b>Grade 3 (SL.3.3)</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<i>Ask and Answer Questions with Appropriate Detail and Evidence</i>	<ul style="list-style-type: none"> <li>• Use question forms to gather information: Can you tell me more about ____?</li> <li>• Use question forms to seek elaboration and detail: Did you notice what ____ said? Would you like to add something? What exactly did ____ say? Who just said that? When did you say ____ happened? Where exactly? What time was it?</li> </ul>
<b>Grade 4 (SL.4.3)</b> Identify the reasons and evidence a speaker provides to support particular points.	<i>Identify the Reasons and Evidence a Speaker Provides</i>	Use question forms to determine the evidence a speaker provides: Why do you think that? What's your evidence? What is your reason for saying that? What would be an example? How do you know? Why do you think that is true? Do you have any evidence for that? What difference does that make? What are your reasons for saying that? Could you explain your reasons for saying that?
<b>Grade 5 (SL.5.3)</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<i>Summarize and Explain the Points a Speaker Makes</i>	<ul style="list-style-type: none"> <li>• Use question forms to elicit summarization (e.g., Let me see if I understand what you are saying. You are saying that ____?).</li> <li>• Use transitional words (e.g., first, then, in conclusion) to summarize key points that a speaker has stated.</li> <li>• Identify words and phrases to explain how claims (interpretations) are supported by reasons and evidence (facts,</li> </ul>

CCSL Grade Level Standard		Linguistic Demand
		quotations). • Use words and phrases (e.g., to conclude, to summarize, the key points are, the message we take home is ____) to summarize. • Use words and phrases (e.g., first, second, even more, after that, then) to add information. • Use words and phrases (e.g., that is to say, to put it in another way, in other words, otherwise, an example) to clarify information.
<b>Grade 6 (SL.6.3)</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<i>Delineate the Speaker’s Claims That Are Supported by Evidence from Those That Are Not</i>	• Use words and phrases that introduce reasons and evidence (facts, quotations) (e.g., the evidence suggests; the facts are; [name of author] states that). • Use words and phrases that introduce claims (an interpretation of the data) (e.g., this means that; a possible interpretation is; the author thinks). • Use words and phrases that introduce how claims and evidence support each other (e.g., however; even though; I think that the claims and the evidence are; a compelling argument is; while the speaker says ____ the evidence suggests ____).
<b>Grade 7 (SL.7.3)</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<i>Delineate a Speaker’s Argument and Claims Evaluate the Reasoning and Relevance of Information</i>	• Use words and phrases (e.g., the evidence suggests; the facts are ____; [name of author] states that ____ ) to evaluate evidence—facts, quotations. • Use words and phrases (e.g., this means that ____; a possible interpretation is ____; the author thinks ____ ) to delineate claims—interpretation of facts. • Use words and phrases (e.g., I know because ____; The connection between the evidence and the claim is ____ ) to evaluate reasoning—how the speaker connects the evidence to the claim.
<b>Grade 8 (SL.8.3)</b> 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.	<i>Delineate a Speaker’s Argument and Claims Evaluate the Relevance and Sufficiency of Evidence Identify Irrelevant Information</i>	• Use words and phrases (e.g., the evidence suggests ____; the facts are ____; [name of author] states that ____ ) to evaluate evidence—facts, quotations. • Use words and phrases (e.g., this means that ____; a possible interpretation is ____; the author thinks ____ ) to delineate claims—interpretation of facts. • Use words and phrases (e.g., There is no evidence to support the claim that ____ ) to introduce irrelevant information. • Use words and evidence (e.g., I know because ____ ) to evaluate reasoning—how the speaker connects the evidence to the claims.
<b>Grade 9-10 (SL.9-10.3)</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<i>Evaluate a Speaker’s Point of View, Evidence and Rhetoric Identify Distorted Evidence</i>	• Use words and phrases (e.g., the evidence suggests ____; the facts are ____; [name of author] states that ____ ) that introduce evidence—facts, quotations. • Use words and phrases (e.g., this means that ____; a possible interpretation is ____; the author thinks ____ ) to delineate claims—interpretation of facts. • Use words and phrases (e.g., There is no evidence to support the claim that ____ ) that identify irrelevant information. • Use words and evidence (e.g., A key phrase that can

CCSL Grade Level Standard		Linguistic Demand
		<p>accompany this section is ____; I know because ____) to evaluate reasoning—how the speaker connects the evidence to the claims.</p> <ul style="list-style-type: none"> <li>• Use words and phrases (e.g., The sources are unreliable because ____; We have to question the sources given that ____) to identify distorted evidence.</li> </ul>
<p><b>Grade 11-12 (SL.11-12.3)</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.</p>	<p><i>Evaluate a Speaker’s Point of View, Reasoning and Use of Evidence and Rhetoric</i></p>	<ul style="list-style-type: none"> <li>• Use words and phrases (e.g., the evidence suggests ____; the facts are ____; [Name of author] states that ____) that introduce evidence—facts, quotations.</li> <li>• Use words and phrases (e.g., this means that ____; a possible interpretation is ____; the author thinks ____; However, this has to be taken with a grain of salt) to delineate claims—interpretation of facts.</li> <li>• Use words and phrases (e.g., the main point of the argument is ____; however; nonetheless; in the following section; we now turn to ____) to link ideas.</li> </ul>

**Bilingual Common Core Initiative – New Language Arts Progressions**  
**Compendium of Academic & Linguistic Demands**

***Speaking & Listening Anchor Standard 4***

<b>Speaking &amp; Listening Anchor Standard 4</b>	<b>Main Academic Demand</b>
<i>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.</i>	<i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i>

<b>CCSL Grade Level Standard</b>	<b>Grade Level Academic Demand</b>	<b>Linguistic Demand</b>
<b>Kindergarten (SL.K.4)</b> Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	<i>Describe People, Places, Things and Events with Additional Details</i>	<ul style="list-style-type: none"> <li>• Use adjectives (e.g., special) and verbs (e.g., helping) to describe people, places, things and events.</li> <li>• Use nouns and associated pronouns (e.g., I, Dad/we) to describe people.</li> </ul>
<b>Grade 1 (SL.1.4)</b> Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	<i>Clearly Describe People, Places, Things and Events with Details</i>	<ul style="list-style-type: none"> <li>• Use adjectives (e.g., some) and verbs (e.g., going, need) to describe people, places, things and events.</li> <li>• Use nouns and associated pronouns (e.g., I, you) to refer to people or places.</li> </ul>
<b>Grade 2 (SL.2.4)</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<i>Tell a Story or Recount an Experience with Facts, Details and Coherent Sentences</i>	<ul style="list-style-type: none"> <li>• Use adjectives (e.g., good, next) and verbs (e.g., moved, laughed, had) to recount an experience with descriptive details.</li> <li>• Use facts (information; e.g., Jeremy Ross was the one and only on my enemy list) to tell a story.</li> </ul>
<b>Grade 3 (SL.3.4)</b> 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.	<i>Report on a Topic, Tell a Story or Recount an Experience with Facts and Details</i>	<ul style="list-style-type: none"> <li>• Use adjectives (e.g., tallest, heaviest) and verbs (e.g., stands, weigh) to report on a topic with descriptive details.</li> <li>• Identify the morphological endings of adjectives in a text that provide information (e.g., tallest, heaviest).</li> <li>• Identify facts (information) (e.g., An ostrich stands up to 9 feet) to report on a topic.</li> <li>• Use nouns and associated pronouns (e.g., ostrich /it) to describe the subject.</li> </ul>
<b>Grade 4 (SL.4.4)</b> 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	<i>Report, Tell or Recount in an Organized Manner Using Facts and Details That Support the Main Ideas/Themes</i>	<ul style="list-style-type: none"> <li>• Use adjectives (e.g., strange) and verbs (e.g., set, owned, appeared) to report on a topic with descriptive details.</li> <li>• Use nouns and associated pronouns (e.g., Mae Tuck/she) to describe the subject.</li> <li>• Identify facts (information) (e.g., She was going there, as she did once every ten years) to report on a topic or text.</li> <li>• Use chronological markers (e.g., at dawn, at noontime) to organize the report.</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
themes; speak clearly at an understandable pace.		
<b>Grade 5 (SL.5.4)</b> 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.	<i>Report or Present, Sequence Ideas Logically, Using Facts and Details to Support Main Idea/Theme</i>	<ul style="list-style-type: none"> <li>• Identify/use adjectives (e.g., enchanting, unending, humble), adverbs (e.g., crushingly) and verbs (e.g., eating, gives, doesn't) to report on a topic or present an opinion.</li> <li>• Identify/use nouns and associated pronouns (e.g., cricket/it) to describe the subject.</li> <li>• Identify/use transitional words and phrases (e.g., take for instance, but more than that) to sequence the ideas logically.</li> </ul>
<b>Grade 6 (SL.6.4)</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.	<i>Present Claims and Findings, Sequencing Ideas Logically and Using Descriptions, Facts and Details to Support Main Ideas or Themes</i>	<ul style="list-style-type: none"> <li>• Identify claims (interpretations; e.g., you probably know all that) and findings (facts; e.g., the first person to be known as an ethologist was an Austrian, Konrad Lorenz).</li> <li>• Use nouns and associated pronouns (e.g., Konrad Lorenz/he) to refer to the subject.</li> <li>• Use transitional words and phrases (e.g., in fact).</li> </ul>
<b>Grade 7 (SL.7.4)</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.	<i>Present Claims and Findings Coherently, with Pertinent Descriptions, Facts, Details and Examples</i>	<ul style="list-style-type: none"> <li>• Identify claims (interpretations; e.g., This means that the Hekla volcano "could erupt soon") and findings (facts; e.g., According to GPS monitoring, there is now more magma beneath Hekla than before the volcano's last eruption in 2000).</li> <li>• Identify/use nouns and associated pronouns (e.g., volcano/Hekla) to describe the subject.</li> <li>• Use transitional words and phrases (e.g., in fact) to present points.</li> </ul>
<b>Grade 8 (SL.8.4)</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence; sound, valid reasoning; and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	<i>Present Claims and Findings with Relevant Evidence, Reasoning and Details</i>	<ul style="list-style-type: none"> <li>• Identify claims (interpretations; e.g., All she did—it seemed a small thing—) and findings (facts; e.g., toss down on the table a golden apple).</li> <li>• Identify/use nouns and associated pronouns (e.g., Peleus and his wife Thetis/ they/their) to describe the subject.</li> <li>• Identify/use transitional words and phrases (e.g., but, when, then) to present points in a coherent manner.</li> <li>• Use words and phrases (e.g., for instance, as an example) to introduce details.</li> </ul>
<b>Grade 9-10 (SL.9-10.4)</b> Present information, findings and supporting	<i>Present Information Appropriate to Task, Purpose and Audience,</i>	<ul style="list-style-type: none"> <li>• Identify findings (facts).</li> <li>• Use nouns and associated pronouns (e.g., I, we) to describe the subject.</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
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.	<i>with Coherent Reasoning and Evidence</i>	<ul style="list-style-type: none"> <li>• Use transitional words and phrases that focus on presenting evidence (e.g., perhaps, but, if) in a coherent manner.</li> <li>• Use words and phrases that are appropriate to the purpose (reason for the presentation), audience (to whom is it addressed) and task (kind of presentation).</li> </ul>
<b>Grade 11-12 (SL.11-12.4)</b> 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.	<i>Present Information, Findings and Evidence, Including Opposing and Alternative Perspectives, so Listeners Can Follow the Line of Reasoning</i>	<ul style="list-style-type: none"> <li>• Identify findings (facts; e.g., I received from Oxford the manuscript).</li> <li>• Use nouns and associated pronouns (e.g., I, me) to describe the subject.</li> <li>• Use transitional words and phrases that focus on presenting evidence (e.g., thus, however) in a coherent manner.</li> <li>• Use words and phrases that are appropriate to the purpose (reason for the presentation), audience (to whom is it addressed) and task (kind of presentation).</li> </ul>

**Bilingual Common Core Initiative – New Language Arts Progressions**  
**Compendium of Academic & Linguistic Demands**

***Speaking & Listening Anchor Standard 5***

<b>Speaking &amp; Listening Anchor Standard 5</b>	<b>Main Academic Demand</b>
<i>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>	<p><i>Make Strategic Use of Media and Visual Information to Enhance and Support Presentations</i></p> <p><b>Note:</b> Main Academic Demand for Grade 4 differs: Draw Evidence from Texts to Support Analysis, Reflection and Research</p>

<b>CCSL Grade Level Standard</b>	<b>Grade Level Academic Demand</b>	<b>Linguistic Demand</b>
<b>Kindergarten (SL.K.5)</b> <i>Add drawings or other visual displays to descriptions as desired to provide additional detail.</i>	<i>Add Drawings to Provide Additional Details</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.
<b>Grade 1 (SL.1.5)</b> <i>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</i>	<i>Add Drawings or Other Visual Displays to Clarify Ideas, Thoughts and Feelings</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.
<b>Grade 2 (SL.2.5)</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.	<i>Create Audio Recordings of Stories and Poems Add Drawings or Other Visual Displays to Stories or Experiences to Clarify Thoughts, Ideas and Feelings</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.
<b>Grade 3 (SL.3.5)</b> 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.	<i>Create Audio Recordings of Stories or Poems Read with Fluency and Appropriate Pace Add Visual Displays to Emphasize Facts and Details</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.
<b>Grade 4 (SL.4.5)</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<i>Add Audio Recordings and Visual Displays to Enhance Main Ideas or Themes</i> <b>Note:</b> Main Academic Demand for Grade 4 differs: Draw Evidence from Texts to Support Analysis, Reflection and Research	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.
<b>Grade 5 (SL.5.5)</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<i>Include Multimedia and Visual Displays to Enhance Main Ideas or Themes</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<b>Grade 6 (SL.6.5)</b> Include multimedia components (e.g., graphics, images, music and sound) and visual displays in presentations to clarify information.	<i>Include Multimedia Components and Visual Displays to Clarify Information</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.
<b>Grade 7 (SL.7.5)</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<i>Include Multimedia and Visual Displays to Clarify Claims, Findings and Emphasize Points</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.
<b>Grade 8 (SL.8.5)</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.	<i>Integrate Multimedia and Visual Displays to Clarify Information, Add Interest and Strengthen Evidence</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.
<b>Grade 9-10 (SL.9-10.5)</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.	<i>Make Use of Digital Media to Enhance Understanding of Findings, Reasoning and Evidence</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.
<b>Grade 11-12 (SL.11-12.5)</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.	<i>Make Strategic Use of Digital Media to Enhance Understanding of Findings, Reasoning and Evidence</i>	This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.

**Bilingual Common Core Initiative – New Language Arts Progressions**  
**Compendium of Academic & Linguistic Demands**

***Speaking & Listening Anchor Standard 6***

<b>Speaking &amp; Listening Anchor Standard 6</b>	<b>Main Academic Demand</b>
<i>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>	<i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>

<b>CCSL Grade Level Standard</b>	<b>Grade Level Academic Demand</b>	<b>Linguistic Demand</b>
<b>Kindergarten (SL.K.6)</b> Speak audibly and express thoughts, feelings and ideas clearly.	<i>Express Thoughts, Feelings and Ideas Clearly</i>	<ul style="list-style-type: none"> <li>• Use a subject (who or what is doing the action) and a predicate (a sentence or clause containing a verb and stating something about the subject) to express thoughts, feelings and ideas.</li> <li>• Use words and phrases to introduce thoughts (e.g., I think), feelings (e.g., I feel) and ideas (I think; my opinion).</li> </ul>
<b>Grade 1 (SL.1.6)</b> Produce complete sentences when appropriate to task and situation. <i>(See Appendix for grade 1 Language standards 1 and 3 [extracted from NYSCCLS for ELA, page 36] for specific expectations.)</i>	<i>Produce Complete Sentences When Appropriate to Task and Situation</i>	<ul style="list-style-type: none"> <li>• Use a subject (who or what is doing the action) and a predicate (a sentence or clause containing a verb and stating something about the subject) to produce complete sentences.</li> </ul>
<b>Grade 2 (SL.2.6)</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>(See Appendix for grade 2 Language standards 1 and 3 [extracted from NYSCCLS for ELA, page 36] for specific expectations.)</i>	<i>Produce Complete Sentences Appropriate to Task and Situation</i>	<ul style="list-style-type: none"> <li>• Use a subject (who or what is doing the action) and a predicate (a sentence or clause containing a verb and stating something about the subject).</li> <li>• Use adjectives (e.g. happy, sad, tall) and adverbs (e.g. quickly, slowly) to provide details or clarification in response to request.</li> <li>• Use sentence forms appropriate to task (topic being developed) and audience (to whom the conversation, presentation or question is being directed).</li> </ul>
<b>Grade 3 (SL.3.6)</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>(See Appendix for grade 3 Language standards 1 and 3 [extracted from NYSCCLS for ELA, page 36] for specific expectations.)</i>	<i>Speak in Complete Sentences with Detail or Clarification Appropriate to Task and Situation</i>	<ul style="list-style-type: none"> <li>• Use a subject (who or what is doing the action) and a predicate (a sentence or clause containing a verb stating something about the subject) to produce complete sentences.</li> <li>• Use adjectives (e.g., happy, sad, tall) and adverbs (e.g., quickly, slowly) to provide details or clarification in response to requests.</li> </ul>
<b>Grade 4 (SL.4.6)</b> 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. <i>(See Appendix for grade</i>	<i>Differentiate between Contexts That Call for Formal and Informal English</i>	<ul style="list-style-type: none"> <li>• Use words and phrases appropriate for formal contexts (e.g., vocabulary, sentence forms and discourse that provide specific information).</li> <li>• Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).</li> </ul>

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<i>4 Language standards 1 and 3 [extracted from NYSCCLS for ELA, page 36] for specific expectations.)</i>		
<b>Grade 5 (SL.5.6)</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Appendix for grade 5 Language standards 1 and 3 [extracted from NYSCCLS for ELA, page 36] for specific expectations.)	<i>Adapt Speech to a Variety of Contexts and Tasks, Using Formal English When Appropriate</i>	<ul style="list-style-type: none"> <li>• Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).</li> <li>• Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).</li> </ul>
<b>Grade 6 (SL.6.6)</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Appendix for grade 6 Language standards 1 and 3 [extracted from NYSCCLS for ELA, page 66] for specific expectations.)	<i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of English When Appropriate</i>	<ul style="list-style-type: none"> <li>• Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).</li> <li>• Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).</li> </ul>
<b>Grade 7 (SL.7.6)</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Appendix for grade 7 Language standards 1 and 3 [extracted from NYSCCLS for ELA, page 66] for specific expectations.)	<i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of Formal English</i>	<ul style="list-style-type: none"> <li>• Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).</li> <li>• Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).</li> </ul>
<b>Grade 8 (SL.8.6)</b> 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 66 for specific expectations.)	<i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of Formal English</i>	<ul style="list-style-type: none"> <li>• Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).</li> <li>• Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).</li> </ul>
<b>Grade 9-10 (SL.9-10.6)</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Appendix for grades 9-10 Language standards 1 and 3 [extracted from NYSCCLS for ELA, page 66] for specific expectations.)	<i>Adapt Speech to a Variety of Contexts and Tasks Demonstrate Command of Formal English When Appropriate</i>	<ul style="list-style-type: none"> <li>• Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).</li> <li>• Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).</li> </ul>
<b>Grade 11-12 (SL.11-12.6)</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Appendix for grades 11-12 Language standards 1 and 3 [extracted from NYSCCLS for ELA, page 66] for specific expectations.)	<i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of Formal English</i>	<ul style="list-style-type: none"> <li>• Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).</li> <li>• Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).</li> </ul>

Bilingual Common Core Initiative  
Language Arts Progressions:  
**Guide to Academic and Linguistic Demands**  
**Speaking & Listening**

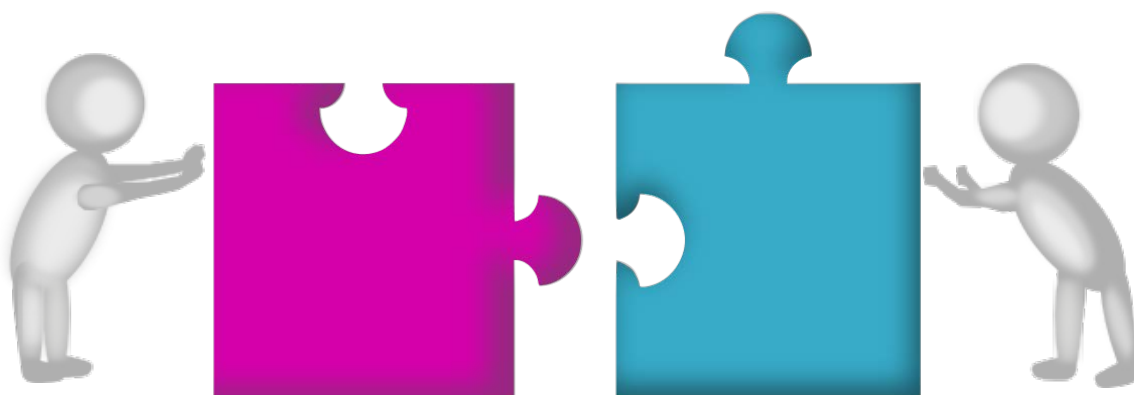
<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

## **Appendix**

*Extracted from:*

*New York State P-12 Common Core Learning Standards for English Language Arts & Literacy*

<http://www.engageny.org/file/736/download/nysp12cclsela.pdf>



*Compiled by Long Island RBE-RN*



The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

## Kindergartners:

## Grade 1 students:

## Grade 2 students:

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters.
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters.
  - b. Use common, proper, and possessive nouns.
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
  - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
  - 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*).
  - f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - h. Use determiners (e.g., articles, demonstratives).
  - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The action movie was watched by the little boy*).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize the first word in a sentence and the pronoun *I*.
  - b. Recognize and name end punctuation.
  - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize dates and names of people.
  - b. Use end punctuation for sentences.
  - c. Use commas in dates and to separate single words in a series.
  - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize holidays, product names, and geographic names.
  - b. Use commas in greetings and closings of letters.
  - c. Use an apostrophe to form contractions and frequently occurring possessives.
  - d. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
  - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

3. (Begins in grade 2)

3. (Begins in grade 2)

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Compare formal and informal uses of English.

Kindergartners:		Grade 1 students:	Grade 2 students:
Vocabulary Acquisition and Use			
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
25.	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i> ) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i> ) by defining or choosing them or by acting out the meanings.	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurt</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).
6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).

## Grade 3 students:

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - b. Form and use regular and irregular plural nouns.
  - c. Use abstract nouns (e.g., *childhood*).
  - d. Form and use regular and irregular verbs.
  - e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.\*
  - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences.

## Grade 4 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
  - b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.
  - c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
  - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - e. Form and use prepositional phrases.
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
  - g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).\*

## Grade 5 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.\*
  - e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

25

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize appropriate words in titles.
  - b. Use commas in addresses.
  - c. Use commas and quotation marks in dialogue.
  - d. Form and use possessives.
  - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
  - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases for effect.\*
  - b. Recognize and observe differences between the conventions of spoken and written standard English.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use correct capitalization.
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.
  - c. Use a comma before a coordinating conjunction in a compound sentence.
  - d. Spell grade-appropriate words correctly, consulting references as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation to separate items in a series.\*
  - b. Use a comma to separate an introductory element from the rest of the sentence.
  - 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?*).
  - d. Use underlining, quotation marks, or italics to indicate titles of works.
  - e. Spell grade-appropriate words correctly, consulting references as needed.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases to convey ideas precisely.\*
  - b. Choose punctuation for effect.\*
  - 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).

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Grade 3 students:		Grade 4 students:		Grade 5 students:	
Vocabulary Acquisition and Use					
4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.
	a. Use sentence-level context as a clue to the meaning of a word or phrase.		a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i> ).		b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).		b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i> ).		c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.	Demonstrate understanding of word relationships and nuances in word meanings.	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).		a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.		a. Interpret figurative language, including similes and metaphors, in context.
	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).		b. Recognize and explain the meaning of common idioms, adages, and proverbs.		b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ).		c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 57 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:		Grade 7 students:		Grade 8 students:	
Conventions of Standard English					
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i> ). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old/I green shirt</i> ). b. Spell correctly.	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language					
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use					
Grade 6 students:		Grade 7 students:		Grade 8 students:	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.
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.	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.	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.
b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).
c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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).	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).	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).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.	Interpret figures of speech (e.g., personification) in context.	a.	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	a.	Interpret figures of speech (e.g. verbal irony, puns) in context.
b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	b.	Use the relationship between particular words to better understand each of the words.
c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).	c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).
6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Grades 9–10 students:

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.\*
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.

## Grades 11–12 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Observe hyphenation conventions.
  - b. Spell correctly.

### Knowledge of Language

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

28

### Vocabulary Acquisition and Use

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.
  - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - 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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language Progressive Skills, by Grade

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

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

\* Subsumed by L. 7.3a

† Subsumed by L.9–10.1a

‡ Subsumed by L. 11–12.3a