Standards Categories 1.1 Foundational	7th Literacy Priority Standards	8th Literacy Priority Standards	7th English Priority Standards	8th English Priority Standards	9th English Priority Standards	10th English Priority Standards	11th English Priority Standards	12th Grade Priority Standards
Categories 1.1 Foundational PreK-5	ocaridards							
1.2 Reading Informational Text	1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	1.3.7. A Determine a therme or central lidea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1.2.8.D. Determine an author's point of view or purpose in a test and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the couse of the text, including how it emerges and is shaped and refined by specific details; provide an objective surmary of the text in fiction and non-fiction.	CC.1.2.9-10.B Cite strong and thorough testual evidence to support analysis of what the test support analysis of what the test says explicitly, as well as inferences and conclusions based on an author's explicit assurpeliors and heliefs about a subject in fiction and non-fiction *Check SAS for standard; language listed here (which matches that in other grade CC.4.2.8-10.18.	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a toxt, including the development and interaction of the central ideas; provide an objective summary of the toxt.	CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
1.3 Reading Literature	1.2.7.B Citle several pieces of technal ovidence to support analysis of what the last says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	1.2.8 B Cite the textual evidence that most storegly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	1.3.7.B Cite several pieces of total evidence to support total evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. (see 1.3.7.F Craft and Structure Vocabulary)	1.3.8.A Determine a theme or central idea of a text and maralyze its development over the course of the text, including its relationship to the characters, setting, and plot, provide and objective summary of the text.	CC.1.2.9-10.B Cite strong and thorough testual evidence to support analysis of what the test support analysis of what the test support analysis of what the test support and conclusions based on an author's explicit assumptions and beliefs about a subject in fiction and non-fiction "Check SAS for standard; tanguage listed here (which matches that in other goade levels) sale actually 1.3.9-10.B.	tecelet is exhabit 4.3 6.40 R. CC1.2.9-10.C. Apply appropriate strategies to analyze, interpret, and evaluate low an author unfolds an analysis or sentes of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CC.12.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient to reading, withing, speaking, and listening at the college- and career-readiness level, demonstrate independence in gathering vocabulary knowledge withen considering a word or phrase important to comprehension or expression or expression.	CC.1.2.11-12.J Acquire and use accurately general academic and domain- specific words and phrases, stifficient for reading, writing, speaking, and Istening at the college- and career-readiness level demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension.
	1.2.7.C Analyze the interactions between individuals, events, and ideas in a test.	1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.	CC.1.2.9-10.H Defineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary	or excession. CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary
1.4 Writing 1.5 Speaking and	1.2.7.D Determine an author's point of view or purpose in a toot and analyze how the author distinguishes his or her position from that of others.	1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and seponds to conflicting evidence or viewpoints.	1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific works and phrases; gather vocabulary involvedage when considering a word or phrase important to comprehension or expression.	1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the thems.	CC.12.9-10.J 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 inovivedge when considering a word or phrase important to comprehension or expression.	of the test CC 1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	of the toer CC-13.111-12.B Citle strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Listening	1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	1.2.8.G Evaluate the advantages and deadvantages of using different mediums (e.g., print or digital toe, video, multimedial) to present a particular topic or idea.	1.4.7.C Develop and analyze the topic with relevant facts, deliritisms, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	1.3.8.J 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.	CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information dearly and accurately.	CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as references and conclusions based on an author's explicit assumptions and heliefs about a subject in fittion and monifiction "Check SAS for standard; language tasted have (which matches that in other grade levels) as a ctually 1.3.9-10.B.	CC.1.4.11-12.A Write informative/explanatory tests to examine and corney complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.
	1.2.7.L Road and comprehend literary nonfiction and Informational test on grade level, reading independently and proficiently.	1.2.8.1 Read and comprehend literary nonficion and informational text on grade level, reading independently and proficiently.	1.4.7.D Organize ideas, concepts, and information using strategies such as definition, using strategies such as definition, comparison/contrast, and consideration and causalifects, use appropriate transitions to create coheation and califyly the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to a siften commerciates and consideration and califyly and commerciates and consideration and contrasting when the consideration and contrasting when consideration and contrasting when contrasting when contrasting or commerciates and contrasting when contrasting and contrasting contrasting and contrasting contrasting and contrasting contrasting and contra	1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimodia when useful to aiding comprehension.	CC.1.4.9-10.B Write with a sharp, distinct focus identifying topic, task and audience.	CC.14.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concerned details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, include graphics and multimedia when useful to aiding comprehension.	CC.14.11-12.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, Introduce the precise, Innowledgeable claim.	CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended delinitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and muttimedia when useful to aiding comprehension.
	1.3.7.B Cibe several pieces of textual evidence to support controlled vidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations divant from the text (see 1.3.7.F Craft and Structure Vocabulary)	1.3.8.B (Cite the tookaal evidence that most strongly supports an analysis of what the toot says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	control to artism commendencies 1.4.7.F Demonstratia a gradie- appropriate command of a particular conversion of standard English galammar, usage, capitalization, punctuation, and spelling.	1.4.8.D Organiza Edeas, concepts, and information into broader categories; use appropriate and volume of transitions to create coherent and darky the relationships among loses and concepts; provide a conclusing statement or section; include formatting comprehension.	CC.1.4.9-10.D Organize ideas, concepts, and idemnation to and deformation to and deformation to an experiment of the conference of the conference of the conference of the conference of the temperature of the conference of the	CC.1.4.9 II.D Crigarize ideas; concepts, and information to make important connections and distinctions; we appropriate and valided transitions to link the major sections of the text; include for immunity after useful adding comprehension; provide a concluding statement or section.	CC.1.4.11-12.J Desaits organization that logicality conjunction that logicality contractabilities, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the tox create cochesion, and clarity the sustaincestings between claim(s) sustaincestings between claim(s) and contractabilities, and contractabilities, and contractabilities, and contractabilities, and contractabilities, provides a concluding statement presented.	CC.1.4.11-12.D Organize complex ideas, concepts, aidmental or better death new preceded it to create whole; use appropriate and varied transitions and systax to link maps acclude or the text maps acclude or the text provide a concluding statement or accluding statement or accluding the information who is the provided and accordancy or the text provided and accordancy or the provided and accordance or the provided accordan
	1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision	1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been	1.4.8.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.F.& CC.1.4.11- 12.L. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.
	1.3.71 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and cortest, choosing flostly from a range of strategies and tools.	1.3.8.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and context, choosing flexibly from a range of strategies and tools.	Activities of the control of the con	1.4.8.T With some guidance and support from poers and adults, develop and strengthen writing as needed by planning, revising, editing, rewitting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.9-10.T Develop and strengthen witting as needed by planning, revising, editing, rewifting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience Introduce the precise claim.	CC.1.5.11-12.A Initiate and participate effectively in a straje of collaborative discussions on grade level topics, tests, and issues, building on others' ideas and expressing their own clearly and persuastively.	CC.1.4.11-12.S Draw evidence from Biterary or informational texts to support analysis, reflection, and research, applying grade leve reading standards for Biterature and literary rion- fiction.
	1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	1.3.8.K Read and comprehend literary flection on grade level, reading independently and proficiently.	1.5.7.D Present claims and facking, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye cortext, adeque over volume, and clear pronunciation.	1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others white avoiding plagiantsm and following a standard format for citation. (Research)	CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the sorthwise of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagarism and following a standard format for citation.	CC.1.4.9-10.O Libe narrative techniques such as dialogue, description, reflection, multiple piot lines, and panding, to develop operationes, events, and/or characters; use procise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CC.15.11.12.D Present information, findings, and supporting evidence, converying a clear and distinct perspective, organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.1.4.11-12.V Conduct sho as well as more sustained research projects to arraver a question (including a self- generated question) or solve a problem; rarrow or broader the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
				1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts and issues, building on others' ideas and expressing their own clearly.	CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, tests, on issues, building on others' ideas and expressing their own clearly and persuasively.	CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and auxiliance.		CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, toots, and issues, building on others' ideas and expressing their own clearly and nere usduely
						and arriteree. CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		and nersiaduele CC.1.5.11-12.D Present information, findings, and supporting evidence, converying a clear and distinc perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
						CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning: ensure that the presentation is appropriate to purpose, audience, and task.		