Reading Literature (Elementary K-5)					
CCR Anchor Standard RL.1 – *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*					
K	1	2	3	4	5
RL.K.1. With guidance and support, identify details in familiar stories.	RL.1.1. Identify details in familiar stories.	RL.2.1. Answer who and what, where, questions to demonstrate understanding of details in a familiar text.	RL.3.1. Answer who and what questions to demonstrate understanding of details in a familiar text.	RL.4.1 Use details from the text to recount what the text says.	RL.5.1 Identify words in the text that answer a question about explicit information.
CCR Anchor Standard RL.2 –*Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*					
RL.K.2 With guidance and support, identify key details in familiar stories.	RL.1.2 With guidance and support, recount key details in familiar stories.	RL.2.2 Recount events from familiar stories from diverse cultures.	RL.3.2 Associate details with events in stories from diverse cultures.	RL.4.2 Identify the theme of a familiar story, drama or poem.	RL.5.2 Identify the theme of a story, drama or poem.
CCR Anchor Standard RL.3 –*Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*					
RL.K.3 With guidance and support, identify characters and settings in a familiar story.	RL.1.3 Identify characters and settings in a familiar story.	RL.2.3 Identify the actions of the characters in a story.	RL.3.3 Identify the feeling of characters in a story.	RL.4.3 Use details from the text to describe characters in the story.	RL.5.3 Compare two characters in a familiar story.
CCR Anchor Standard RL.4: *Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.*					
RL.K.4 With guidance and support, identify feeling words within a familiar story.	RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.	RL.2.4 Use rhyming or repetition to identify words that meaningfully complete a line in a familiar story, poem, or song.	RL.3.4 Determine words and phrases that complete sentences in a text.	RL.4.4 Determine the meaning of words in a text.	RL.5.4 Determine the meaning of words and phrases as they are used in a text.

CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.					
RL.K.5 With guidance and support, recognize familiar texts.	RL.1.5 With guidance and support, identify a text as telling a story.	RL.2.5 Determine the beginning and ending of a familiar story with a logical order.	RL.3.5 Determine the beginning, middle, and end of a familiar story in order.	RL.4.5 Identify elements that are characteristics of stories.	RL.5.5 Identify how a series of events fit together to create a story.
CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text					
RL.K.6 With guidance and support, distinguish between words and illustrations in a story.	RL.1.6 With guidance and support, identify the speaker in a familiar story.	RL.2.6 Identify the speakers in a dialogue.	RL.3.6 Identify personal point of view about a text.	RL.4.6 Identify the narrator of a story with first person narration.	RL.5.6. Determine the point of view of the narrator.
CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.					
RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.	RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.	RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.	RL.3.7 Identify parts of illustrations or tactual information that depicts a particular setting or event.	RL.4.7 Compare the text representation of a story to a visual, tactual, or oral version of the same story.	RL.5.7 Identify illustrations, tactual, or multimedia elements that add to understanding of a text.
CCRAnchorStandardRL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
RL.K.9 With guidance and support, identify the experiences of a character in a familiar story	RL.1.9 With guidance and support, identify experiences of characters in familiar stories as same or different.	RL.2.9 Identify similarities between two versions of the same story.	RL.3.9 Identify common elements in two stories in a series.	RL.4.9 Compare characters, settings, or events in stories, myths, or texts from different cultures.	RL.5.9 Compare stories with similar topics or themes.

CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.					
RL.K.10 Actively engage in group reading activities.	RL.1.10 Actively engage in group reading activities for a clearly stated purpose.	RL.2.10 Actively engage in group reading for the purpose of connecting prior knowledge and experiences to text.	RL.3.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	RL.4.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	RL.5.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.

Reading: Informational Text (Elementary K-5)					
CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
K	1	2	3	4	5
RI.K.1 With guidance and support, identify a detail in a familiar text.	RI.1.1 Identify details in familiar text.	RI.2.1 Answer who and what, where questions to demonstrate understanding of details in a familiar text.	RI.3.1 Answer who and what, where, questions to demonstrate understanding of details in a text.	RI.4.1 Identify explicit details in an informational text.	RI.5.1 Identify words in the text to answer a question about explicit information.
CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
RI.K.2 With guidance and support, identify the main topic of a familiar text.	RI.1.2 Identify the main topic and retell key details of a text.	RI.2.2 identify the main topic of text.	RI.3.2 Identify the main topic and retell key details of a text.	RI.4.2 Identify the main idea of a text when it is explicitly stated.	RI.5.2 Identify the main idea of a text when it is not explicitly stated.
CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					
RI.K.3 With guidance and support, identify individuals, events, or ideas in a familiar informational text.	RI.1.3 Identify individuals, events, or details in a familiar informational text.	RI.2.3 Identify individuals, events, or details in an informational text.	RI.3.3 Order two events from a text as first and next.	RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	RI.5.3 Compare two individuals, events, or ideas in an informational text.

CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.					
RI.K.4 With guidance and support, answer what questions about words in a familiar text.	RI.1.4 With guidance and support, ask a reader to clarify the meaning of words in a text.	RI.2.4 Identify words that relate to the topic of a text.	RI.3.4 Identify key words that complete sentences in a text.	RI.4.4 Determine meaning of words in text.	RI.5.4 Determine the meanings of domain-specific words and phrases.
CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.					
RI.K.5 With guidance and support, identify the front cover of the book.	RI.1.5 With guidance and support, identify various text features such as print, pictures, and titles.	RI.2.5 Locate key facts or information in a familiar text.	RI.3.5 Locate key facts or information in a familiar text.	RI.4.5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text.	RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.
CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.					
RI.K.6 With guidance and support, distinguish between words and illustrations in a familiar informational text.	RI.1.6 Distinguish between words and illustrations in a familiar information text.	RI.2.6 Identify the purpose of the author and the illustrator.	RI.3.6 Identify personal point of view about a text.	RI.4.6 Compare own experience with a written account of the same experience.	RI.5.6 Compare two texts on the same topic.

CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.					
RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.	RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.	RI.2.7 Identify images, objects, or tactuals that illustrate key ideas in a text.	RI.3.7 Use information gained from illustrations and the words in a text to answer who and what questions.	RI.4.7 Answer questions about information presented visually, orally, or quantitatively.	RI.5.7 Locate information in print or digital sources.
CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.					
RI.K.8 Begins in grade 1.	RI.1.8 With guidance and support, identify points the author makes in a familiar informational text.	RI.2.8 Identify points an author makes in a familiar informational text.	RI.3.8 Identify two related points an author makes in a familiar informational text.	RI.4.8 Identify one or more details supporting a specific point in an informational text.	RI.5.8 Identify details and examples that supports specific points in a text.
CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
RI.K.9 With guidance and support, identify something that is the same about two familiar texts on the same topic.	RI.1.9 With guidance and support, compare two familiar texts on the same topic.	RI.2.9 Identify a common element between two texts on the same topic.	RI.3.9 Identify a common element between two familiar texts on the same topic.	RI.4.9 Compare details presented in two texts on the same topic.	RI.5.9 Compare details presented in three or more texts on the same topic.

CCR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.					
RI.K.10 Actively engage in group reading of informational text.	RI.1.10 Actively engage in group reading of information text for a clearly stated purpose.	RI.2.10 Actively engage in group reading of information text for the purpose of connecting prior knowledge and experiences to text.	RI.3.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.	RI.4.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.	RI.5.10 Actively engage in the reading of informational text for a clearly stated purpose and sustained periods of time. Connect prior knowledge and experiences to text.

Reading: Foundational Skills (Elementary K-5)					
Print Concepts					
K	1	2	3	4	5
RF.K.1 Demonstrate emerging understanding of the organization of print. a. With guidance and support during shared reading, demonstrate understanding that print is read left-to-right and top-to-bottom. b. With guidance and support during shared reading, demonstrate understanding of the orientation of books and other forms of print. c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence	RF.1.1. Demonstrate emerging understanding of the organization of print. a. Demonstrate understanding that print is read left-to-right and top-to-bottom. b. Demonstrate understanding of orientation of print. c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.				

between written and spoken words.					
Handwriting					
RF.K.2 With guidance and support, selects or produces letters when asked to write.	RF.1.2 Selects or produces letters when asked to write.	RF.2.2 Selects or produces letters when asked to write.	RF.3.2 Uses letters to create written documents.	RF.4.2 Uses letters to create written documents.	RF.5.2 Purposefully selects or produces letters to create written documents.
Phonological Awareness					
RF.K.3 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize rhyming words. b. With guidance and support, recognize the number of words in a spoken message. c. With guidance and support, identify single-syllable, familiar, spoken words with the same onset (beginning sound).	RF.1.3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize rhyming words. b. With guidance and support, identify the picture or word that corresponds to orally presented segmented phonemes (e.g., C-A-T). c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. d. With guidance and support, substitute individual sounds (phonemes) in				

	simple, one-syllable words to make new words.				
Phonics and Word Recognition					
RF.K.4. Demonstrate emerging awareness of print. a. With guidance and support, recognize first letter of own name in print. b. With guidance and support, recognize environmental print.	RF.1.4 Demonstrate emerging letter and word identification skills. a. Identify upper case letters of the alphabet. b. With guidance and support, recognize familiar words that are used in every day routines.	RF.2.4. Demonstrate emerging use of letter-sound knowledge to read words. a. Identify the lower-case letters of the alphabet. b. Identify letter sound correspondence for single consonants. c. Recognize 10 or more written words.	RF.3.4. Apply letter-sound knowledge to begin decoding words. a. In context, apply basic knowledge of letter-sound correspondences in decoding words. b. Given models and other supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes). c. Recognize 40 or more written words.	RF.4.4. Apply letter-sound knowledge to decode words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. b. Decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rimes).	RF.5.4. Apply letter-sound knowledge to decode words. a. Read common sight words and decode single syllable words.

Fluency					
RF.K.5 Engage in purposeful shared reading of familiar text.	RF.1.5 Begin to attend to words in print. a. Engage in sustained, independent study of books. b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.	RF.2.5. Engage in purposeful reading of familiar text. a. Read familiar text comprised of known words.	RF.3.5. Engage in purposeful reading of familiar text. a. Use context to determine missing words in familiar texts.	RF.4.5. Engage in purposeful reading of text. a. Read text comprised of familiar words with accuracy and understanding. b. Use letter knowledge and context to support word recognition when reading.	RF.5.5 Engage in purposeful reading of text. a. Read text comprised of familiar words with accuracy and understanding. b. Use context to confirm or self-correct word recognition when reading.

Writing (Elementary K-5)

CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

K	1	2	3	4	5
W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.	W.1.1 With guidance and support, select a topic and use drawing, dictation, or writing to state an option about it.	W.2.1 Select a topic and use drawing, dictating, or writing to state an opinion about it.	W.3.1 Write an opinion on topics or texts, supporting a point of view with reasons. a. Select a topic or text and write an opinion about it. b. Write one or more reasons to support the opinion.	W.4.1 Write an opinion about topics or texts, supporting a point of view with reasons. a. Select a topic or text and write an opinion about it. b. List reasons to support the opinion.	W.5.1 Write an opinion about topics or texts, supporting a point of view with reasons. a. Introduce the topic or text and state an opinion about it. b. Provide reasons to support the opinion.

CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

K	1	2	3	4	5
W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.	W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.	W.2.2 Select a topic and use drawing, dictating, or writing to create a written product with one or more facts about the topic.	W.3.2 Write to share information by selecting a topic and writing about it, including one or more facts or details.	W.4.2 Write to share information supported by details. a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.	W.5.2 Write to share information supported by details. a. Select a topic and write to convey information including related visual, tactual, or multimedia information as appropriate.

				b. List words, facts, or details related to the topic.	b. Provide facts, details, or other information related to the topic.
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
W.K.3 With guidance and support, select a familiar event and use drawing, dictating, or writing to share information about it.	W.1.3 Select a familiar event and use drawing, dictating, or writing to share information about it.	W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	W.3.3 Write about an event or personal experience, including the names of people involved.	W.4.3 Write about events or personal experiences. a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about it.	W.5.3 Write about an event of personal experience that includes three or more events in a sequence.
CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.					
W.K.4 With guidance and support from adults, explore a variety of digital tools to produce group writing.	W.1.4 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	W.2.4 With guidance and support from adults and peers, use digital tools to produce and publish writing.	W.3.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.	W.4.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.	W.5.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.					
W.K.5 With guidance and support, participate in shared research and writing projects.	W.1.5 With guidance and support, participate in shared research and writing projects.	W.2.5 Participate in shared research and writing projects.	W.3.5 Identify information about a topic for a research project.	W.4.5 Gather information about a topic from two or more sources for a research project.	W.5.5 Conduct short research projects using two or more sources.
CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.					
W.K.6 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.	W.1.6 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	W.2.6 Identify information related to personal experiences and answer simple questions about those experiences.	W.3.6 Sort information on a topic or personal experience into two provided categories and write about each one.	W.4.6 Gather and sort information from personal experiences or a topic into given categories.	W.5.6 Gather and sort relevant information on a topic from print or digital sources into given categories.

Speaking and Listening (Elementary K-5)					
CCR Anchor Standard SL.1 – 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.					
K	1	2	3	4	5
SL.K.1 Participate in communication with others. a. Communicate directly with supportive adults or peers. b. Participate in multiple-turn communication exchanges with support from adults.	SL.1.1 Communicate with others. a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult. c. Use one or two words to ask questions related to personally relevant topics.	SL.2.1 Communicate with others. a. Engage in multiple-turn exchanges with peers with support from an adult. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	SL.3.1 Communicate with others in group interactions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented.	SL.4.1 Communicate with others in group interactions. a. Contribute ideas from prior knowledge of a text during discussions about the same text. b. With guidance and support, carry out assigned role in a discussion. c. Answer specific questions related to information in a discussion. d. Identify the key ideas in a discussion.	SL.5.1 Communicate with others in group interactions. a. Come to discussion prepared to share information. b. Carry out assigned role in a discussion. c. Ask questions related to information in a discussion. d. Make comments that contribute to the discussion and link to the remarks of others.

CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.					
SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by identifying objects, images, or other representations of the text.	SL.1.2 During shared reading, identify key details in the text.	SL.2.2 During shared reading, answer who and what questions.	SL.3.2 Identify details in a text read aloud or information presented orally or through other media.	SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.	SL.5.2 Identify the explicitly stated main idea of text presented orally or through other media.
CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.					
SL.K.3 With guidance and support ask for help when needed.	SL.1.3 With guidance and support communicate confusion, lack of understanding or a need for help.	SL.2.3 Answer who and what questions about the details provided by the speaker.	SL.3.3 Answer who, what, and where questions about the details provided by the speaker.	SL.4.3 Identify a point that the speaker makes.	SL.5.3 Identify the reasons and evidence supporting a specific point.
CCR Anchor Standard SL.4 – 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.					
SL.K.4 Communicate with adult communication partners.	SL.1.4 Combine two or more words when communicating.	SL.2.4 Communicate about a personal experience or event.	SL.3.4 Communicate opinion on a familiar topic or text including descriptive words.	SL.4.4 Communicate opinion on a familiar topic or text in an organized manner.	SL.5.4 Communicate opinion on a familiar topic or text, providing facts or details related to it.

CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.					
SL.K.5 With guidance and support add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events	SL.1.5 Add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.	SL.2.5 Select visual, audio, or tactual representations that support communication about a personal experience.	SL.3.5 Create a multimedia presentation of a story or poem.	SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.	SL.5.5 Select or create audio recordings and visual/tactile displays to enhance presentation.

Language (Elementary K-5)					
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.					
K	1	2	3	4	5
L.K.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.	L.1.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.	L.2.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.	L.3.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.	L.4.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.	L.5.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.					
L.K.2 Begins in Grade 1	L.1.2 Demonstrate emerging understanding of conventions of standard English during shared writing within K-1 conventions continuum when writing.	L.2.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.	L.3.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.	L.4.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.	L.5.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.

CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.					
L.K.3 Begins in grade 2	L.1.3 Begins in grade 2	L.2.3 Use symbolic language to achieve desired outcomes when communicating.	L.3.3 Use language to achieve desired outcomes when communicating to make simple request, comment, or share information.	L.4.3 Use language to achieve desired outcomes when communicating. a. Use language to express emotion. b. Communicate effectively with peers and adults.	L.5.3 Use language to achieve desired meaning when communicated by combining words when asked.
CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.					
L.K.4 With guidance and support demonstrate knowledge of word meanings used in every day routines.	L.1.4 Demonstrate knowledge of word meanings used in every day routines.	L.2.4 Demonstrate knowledge of word meanings drawn from grade 2 content.	L.3.4 Demonstrate knowledge of word meanings drawn from grade 3 content.	L.4.4 Demonstrate knowledge of word meanings drawn from grade 4 content.	L.5.4 Demonstrate knowledge of word meanings drawn from grade 5 content.

CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.					
L.K.5 With guidance and support, demonstrate emerging understanding of word relationships. a. Sort common objects into familiar categories. b. Demonstrate understanding of frequently occurring opposites.	L.1.5 With guidance and support, demonstrate emerging understanding of word relationships. a. Sort common objects into familiar categories. b. Identify attributes of familiar words. c. Demonstrate an understanding of present tense verbs.	L.2.5 Demonstrate understanding of word relationships and use. a. Demonstrate understanding of the meaning of commonly occurring verbs.	L.3.5 Demonstrate understanding of word relationships and use. a. Determine the literal meaning of words and phrases in context. b. Identify words that describe personal emotional states.	L.4.5 Demonstrate understanding of word relationships and use. a. Use common idioms (e.g., no way, not a chance, you bet). b. Demonstrate understanding of opposites.	L.5.5 Demonstrate understanding of word relationships and use. a. Demonstrate understanding of words that have similar meanings. b. Use simple, common idioms (e.g., You bet! It's a deal., cool.).
CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.					
L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.	L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.	L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.	L.3.6 Use words acquired through conversations, being read to, and during shared reading activities.	L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.