

CCRS for Mathematics by Instructional Level

| A (K-1; NRS EFL 1) | B (2-3; NRS EFL 2) | C (4-5; +6; NRS EFL 3) | D (+6, 7-8; NRS EFL 4) | E (HS; NRS EFL 5-6) |
|--|---|--|--|--|
| The Number System | | | | |
| <ul style="list-style-type: none"> • Understand place value • Use place value understanding to add and subtract | <ul style="list-style-type: none"> • Understand place value • Use place value understanding and properties of operations to add and subtract • Use place value understanding and properties of operations to perform multi-digit arithmetic • Develop understanding of fractions as numbers | <ul style="list-style-type: none"> • Generalize place value understanding for multi-digit whole numbers • Use place value understanding and properties of operations to perform multi-digit arithmetic • Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths. • Compute fluently with multi-digit numbers and find common factors and multiples • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers • Understand decimal notation for fractions, and compare decimal fractions • Use equivalent fractions as strategy to add and subtract fractions • Apply and extend previous understanding of multiplication and division to multiply and divide fractions • Apply and extend previous understandings of multiplication and division to divide fractions by fractions • Understand ratio concepts and use ratio reasoning to solve problems | <ul style="list-style-type: none"> • Apply and extend previous understandings of numbers to the system of rational numbers • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers • Know that there are numbers that are not rational, and approximate them by rational numbers • Understand ratio concepts and use ratio reasoning to solve problems • Analyze proportional relationships and use them to solve real-world and mathematical problems. | <ul style="list-style-type: none"> • Extend the properties of exponents to rational exponents • Reason quantitatively and use units to solve problems |
| Operations and Algebraic Thinking | | | | |
| <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract with 20 • Work with addition and subtraction | <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Add and subtract with 20 • Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division • Multiply and divide within 100 • Solve problems involving the four operations; identify and explain patterns in arithmetic | <ul style="list-style-type: none"> • Use the four operations with whole numbers to solve problems • Gain familiarity with factors and multiples • Generate and analyze patterns • Write and interpret numerical expression | <ul style="list-style-type: none"> • Use properties of operations to generate equivalent expressions • Solve real-life and mathematical problems using numerical and algebraic expressions and equations • Work with radicals and integer exponents • Understand the connections between proportional relationships, line, and linear equations • Analyze and solve linear equations and pairs of simultaneous linear equations | <ul style="list-style-type: none"> • Interpret the structure of expressions • Write expressions in equivalent forms to solve problems • Perform arithmetic operations on polynomials • Rewrite rational expressions • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one equation • Solve systems of equations • Represent and solve equations and inequalities graphically |

| A (K-1; NRS EFL 1) | B (2-3; NRS EFL 2) | C (4-5; +6; NRS EFL 3) | D (+6, 7-8; NRS EFL 4) | E (HS; NRS EFL 5-6) |
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| Functions | | | | |
| | | | <ul style="list-style-type: none"> • Define, evaluate, and compare functions • Use functions to model relationships between quantities | <ul style="list-style-type: none"> • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations • Build a function that models a relationship between two quantities • Construct and compare linear, quadratic, and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model |
| Geometry | | | | |
| <ul style="list-style-type: none"> • Analyze, compare, create, compose shapes • Reason with shapes and their attributes | <ul style="list-style-type: none"> • Reason with shapes and their attributes | <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles • Graph points on the coordinate plane to solve real-world and mathematical problems • Classify two-dimensional figures into categories based on their properties • Solve real-world and mathematical problems involving area, surface area, and volume | <ul style="list-style-type: none"> • Draw, construct, and describe geometrical figures and the relationships between them • Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume • Understand congruence and similarity using physical models, transparencies, or geometry software • Understand and apply the Pythagorean Theorem | <ul style="list-style-type: none"> • Experiment with transformations in the plane • Prove theorems involving similarity • Explain volume formulas and use them to solve problems • Apply geometric concepts in modeling situations |
| Measurement & Data | | | | |
| <ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units • Represent and interpret data | <ul style="list-style-type: none"> • Measure and estimate lengths in standards units • Relate addition and subtraction to length • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects • Represent and interpret data • Geometric measurement: understand area and relate to multiplication and addition • Geometric measurement: recognize perimeter in plane figures, distinguish between linear and area measures | <ul style="list-style-type: none"> • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit • Geometric measurement: understand concepts of angles and measure angles • Convert like measurement units within a given measurement system • Represent and interpret data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition | | |
| Statistics & Probability | | | | |
| | | <ul style="list-style-type: none"> • Develop understanding of statistical variability • Summarize and describe distributions | <ul style="list-style-type: none"> • Summarize and describe distributions • Use random sampling to draw inferences about a population • Draw informal comparative inferences about two populations • Investigate chance processes and develop, use, and evaluate probability models • Investigate patterns of association in bivariate data | <ul style="list-style-type: none"> • Summarize, represent, and interpret data on a single count or measurable variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models |

CCRS for Reading by Instructional Level

| CCR STANDARDS FOR READING. All standards are to be applied to texts of appropriate complexity, as outlined by Standard 10. | | | | |
|--|--|---|---|---|
| CCR Reading Anchor 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. | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| Ask and answer questions about key details in a text. | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <ul style="list-style-type: none"> • <i>Application:</i> Cite specific textual evidence to support analysis of primary and secondary sources. • <i>Application:</i> Cite specific textual evidence to support analysis of science and technical texts. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <ul style="list-style-type: none"> • <i>Application:</i> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • <i>Application:</i> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |
| CCR Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| Identify the main topic and retell key details of a text. | Determine the main idea of a text, recount the key details and explain how they support the main idea. | Determine the main idea of a text and explain how it is supported by key details, summarize the text. Determine a theme of a story, drama, or poem from details in the text, summarize the text. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. <ul style="list-style-type: none"> • <i>Application:</i> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information in a text by paraphrasing them in simpler but still accurate terms. |

CCR Reading Anchor 3: Analyze how and why individuals, events and ideas develop and interact over the course of a text.

| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
|--|---|---|--|---|
| <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> | <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> | <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <ul style="list-style-type: none"> • <i>Application:</i> Identify key steps in a text’s description of process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements or performing technical tasks, attending to special cases or exceptions defined in the text.</p> |

CCR Reading Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
|---|---|---|---|---|
| Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a topic or subject area. | Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a topic or subject area. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <ul style="list-style-type: none"> • <i>Application:</i> Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context. |

CCR Reading Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (section, chapter, scene, or stanza) relate to each other and the whole.

| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
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| Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Compare and contrast the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events ideas, concepts or information in two or more texts. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or chapter). Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |

CCR Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
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| | <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Distinguish their own point of view from that of the author of a text.</p> | <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Describe how a narrator’s or speaker’s point of view influences how events are described.</p> | <p>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> | <p>Determine an author’s point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.</p> <ul style="list-style-type: none"> • <i>Application:</i> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> |

| CCR Reading Anchor 7: Integrate and evaluate content present in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |
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| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translation information expressed visually or mathematically (e.g., in an equation) into words. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| CCR Reading Anchor 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. | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| Identify the reasons an author gives to support points in a text. | Describe how reasons support specific points the author makes in a text. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |

CCR Reading Anchor 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.

| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
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| <p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> | <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> | <p>Analyze seminal US documents or historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>Analyze 17th-, 18th-, and 19th-century foundational US documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <ul style="list-style-type: none"> • <i>Application:</i> Compare and contrast treatments of the same topic in several primary and secondary sources. |

CCR Reading Anchor 10: Read and comprehend complex literary and information texts independently and proficiently

| Common Core Band | ATOS | Degrees of Reading Power® | Flesch-Kincaid | The Lexile Framework® | Reading Maturity | SourceRater |
|--|------------------|---------------------------|-------------------|-----------------------|------------------|-------------------|
| 2 nd -3 rd (B) | 2.75-5.14 | 42-54 | 1.98-5.34 | 420-820 | 3.53-6.13 | 0.05-2.48 |
| 4 th -5 th (C) | 4.97-7.03 | 52-60 | 4.51-7.73 | 740-1010 | 5.42-7.92 | 0.84-5.75 |
| 6th-8th (D) | 7.00-9.98 | 57-67 | 6.51-10.34 | 925-1185 | 7.04-9.57 | 4.11-10.66 |
| 9 th -10 th (E) | 9.67-12.01 | 62-72 | 8.32-12.12 | 1050-1335 | 8.41-10.81 | 9.02-13.93 |
| 11 th -CCR (E) | 11.20-14.10 | 67-74 | 10.34-14.2 | 1185-1385 | 9.57-12.00 | 12.30-14.50 |

CCRS for Writing by Instructional Level

| CCR Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence | | | | |
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| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). • Provide a concluding statement or section related to the opinion presented. | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources, and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations that anticipates the audience’s knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or sections that follows from and supports the argument presented. |

CCR Writing Anchor 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.

| CCRS A (NRS Educational Functioning Level 1) | CCRS B (NRS Educational Functioning Level 2) | CCRS C (NRS Educational Functioning Level 3) | CCRS D (NRS Educational Functioning Level 4) | CCRS E (NRS Educational Functioning Levels 5 & 6) |
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| <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | <p>Write information/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic and group related information together, include illustrations when useful to aiding comprehension. • Develop topic with facts, definitions, and details. • Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. • Provide a concluding statement or section. | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections, including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and | <p>Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <ul style="list-style-type: none"> • Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. |

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| | | | supports the information or explanation presented. | <ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.). |
| CCR Writing Anchor 3: Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| Write narratives in which they recount two of more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | Students write narratives in which they recount a well-elaborated event and short sequence of events, including details to describe actions, thoughts, and feelings, and using temporal words to signal event order and provide a sense of closure. | Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and information/explanatory texts. | | |
| CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| | Produce writing in which the development and organization are appropriate to task and purpose. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |

| CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | | | |
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| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.) | With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.) | With some guidance and support from peers and others, 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 addressed. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.) | 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 audience. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.) |
| CCR Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| CCR Writing Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | Conduct short research projects that build knowledge about a topic. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

CCR Writing Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.

| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
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| With guidance and support, recall information from experiences or gather information from provided sources to answer a question. | Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. | 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 while avoiding plagiarism and following a standard format for citation. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

CCR Writing Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply to texts of appropriate complexity (R Std. 10)

| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
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| This standard does not begin until grade 4 in the Common Core State Standards. | | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”). • Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support with point(s)”). | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply Reading standards from this level to literature (e.g. “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements”). • Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”). | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply Reading standards from this level to literature (e.g., “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone”). • Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text.”) |

CCRS for Language by Instructional Level

| CCR STANDARDS FOR LANGUAGE | | | | |
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| CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| <p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letters. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences. • Use personal, possessive, and indefinite pronouns. • Use verbs to convey a sense of past, present, and future. • Use frequently occurring adjectives. • Use frequently occurring nouns and verbs. • Use frequently occurring conjunctions. • Use determiners. • Use frequently occurring prepositions. • Understand and use question words. • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use collective nouns. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use reflexive pronouns (e.g., <i>myself, ourselves</i>). • Form and use the past tense of frequently occurring irregular verbs. • Use abstract nouns. • Form and use regular and irregular verbs. • Form and use the simple verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences. | <p>Demonstrate command of the convention of standard English grammar and usage when writing and speaking,</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Use relative pronouns and relative adverbs. • Form and use the progressive verb tenses. • Use modal auxiliaries to convey various conditions. • Form and use the perfect verb tenses. • Use verb tenses to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Order adjectives within sentences according to conventional patterns. • Form and use prepositional phrases. • Use correlative conjunctions. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words. | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns. • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague or unclear pronouns. • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. • Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjective mood. • Recognize and correct inappropriate shifts in verb voice and mood. • Explain the function of phrases and clauses in general and their function in specific sentences. | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use parallel structure. • 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. |

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| | <ul style="list-style-type: none"> • Produce, expand, and rearrange complete simple and compound sentences. | | <ul style="list-style-type: none"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationship among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | |
| CCR Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun <i>I</i>. • Capitalize dates and names of people. • Recognize and name end punctuation. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Write a letter or letters for most consonant and short-vowel sounds. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Capitalize appropriate words in titles. • Use commas in greetings and closings of letters. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Use an apostrophe to form contractions and frequently occurring possessives. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. • Generalize learned spelling patterns when writing words. • Use spelling patterns and generalizations in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to direct speech and quotations from a text. • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address. • Use underlining, quotation marks, or italics to indicate titles of works. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. • Use a comma to separate coordinate adjectives. • Use an ellipsis to indicate an omission. • Spell correctly. | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly. |

CCR Language Anchor 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.

| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
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| <p>This standard does not begin until grade 2 in the Common Core State Standards.</p> | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written standard English. | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Compare and contrast the varieties of English used in stories, dramas, or poems. | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone. • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | |

CCR Language Anchor 4: Determine or 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.

| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
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| <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words and their inflectional forms. | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use knowledge of the meaning of individual words to predict the meaning of compound words. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). • 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. • 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). | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). • 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 or its standard usage. • Verify the preliminary determine of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

| CCR Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | |
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| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| <p>With guidance and support, demonstrate understanding of word relationships and nuances in word meaning.</p> <ul style="list-style-type: none"> Sort words into categories to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes. Identify real-life connections between words and their use. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context. Identify real-life connections between words and their use. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | |
| CCR Language Anchor 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 gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. | | | | |
| <i>CCRS A (NRS Educational Functioning Level 1)</i> | <i>CCRS B (NRS Educational Functioning Level 2)</i> | <i>CCRS C (NRS Educational Functioning Level 3)</i> | <i>CCRS D (NRS Educational Functioning Level 4)</i> | <i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i> |
| <p>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.</p> | <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> | <p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:</p> <ul style="list-style-type: none"> signal precise actions, emotions, or states of being. are basic to a particular topic. signal contrast, addition, and other logical relationships. | <p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> | <p>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 encountering a word or phrase important to comprehension or expression.</p> |