

-Eighth-

USD 417 Morris County

Common Core Standards

E.L.A. & Literacy

Quick Reference Tool

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Kansas Addl. 15%

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K-12 College & Career Readiness Anchor Standards

Strand: Reading

BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Key Ideas & Details	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.	R.CCR.1
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R.CCR.2
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	R.CCR.3
Craft & Structure	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.	R.CCR.4
	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.	R.CCR.5
	6. Assess how point of view or purpose shapes the content and style of a text.	R.CCR.6
Integration of Knowledge & Ideas	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	R.CCR.7
	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.	R.CCR.8
	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.	R.CCR.9
Range of Reading & Level of Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.	R.CCR.10

Strand: Writing

Text Types & Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.CCR.1
	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.	W.CCR.2
	3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.	W.CCR.3
Production & Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.CCR.4
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.CCR.5
	6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	W.CCR.6

Research to Build & Present Knowledge	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.CCR.7
	8. Gather relevant information from multiple print and digital resources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.CCR.8
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.CCR.9
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.CCR.10
Strand: Speaking & Listening		
Comprehension & Collaboration	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.	SL.CCR.1
	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.CCR.2
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.CCR.3
Presentation of Knowledge & Ideas	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.CCR.4
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.CCR.5
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.CCR.6
Strand: Language		
Conventions of Standard English	1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking .	L.CCR.1
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing .	L.CCR.2
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening .	L.CCR.3
Vocabulary Acquisition and Use	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.	L.CCR.4
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.CCR.5
	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 an unknown term important to comprehension or expression.	L.CCR.6

Kansas Additional 15%

Literacy Learning	1. Engage in literacy learning through collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation	KS.LL.1
	2. Use meta-cognitive strategies to monitor literacy learning progress.	KS.LL.2
	3. Engage in five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.	KS.LL.3
	4. Engage in strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.	KS.LL.4
	5. Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.	KS.LL.5
Range of Reading Level & Text Complexity	6. Encounter a range of engaging and culturally sensitive text and media that motivate the desire to be literate.	KS.RL.11
	7. Read -both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.	KS.RL.12
Text Type & Purpose	8. Create -both independently and collaboratively technical, non-print, digital, and multi modal versions of text types and purposes outlined in standards 1, 2, and 3.	KS.W.11
Production & Distribution of Writing	9. Strengthen writing craft-both independently and collaboratively- through recursive wiring and revision process and the use of common vocabulary of the 6 Trait model.	KS.W.12

Eighth Grade ELA Standards

Strand: Reading

SUB STRAND	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Literature	Key Ideas & Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1
		2. Determine a theme or central idea of a text and analyze its development over the course of the text including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RL.8.2
		3. Analyze how particular lines of dialogue or incidents in a story or frame propel the action, reveal aspects of a character, or provoke a decision.	RL.8.3
	Craft & Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact specific word choices on meaning and tone, including analogies or allusions to other texts.	RL.8.4
		5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RL.8.5
		6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RL.8.6
	Integration of Knowledge & Ideas	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RL.8.7
		8. (Not applicable to literature).	RL.8.8
		9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL.8.9
	Range of Reading & Level of Text Complexity	10. By the end of the school year, read and comprehend literature, including stories dramas, and poems at the high end of the grade 6-8 text complexity band proficiency independently and proficiently.	RL.8.10
Informational Text	Key Ideas & Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1
		2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RI.8.2
		3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RI.8.3
	Craft & Structure	4. 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 choices on meaning and tone, including analogies or	RI.8.4

		allusions to other texts.	
		5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.8.5
		6. Determine the author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.8.6
Integration of Knowledge & Ideas		7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.8.7
		8. 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.	RI.8.8
		9. 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.	RI.8.9
Range of Reading & Level of Text Complexity		10. By the end of the year, read and comprehend literary non-fiction at the high end of the grades 6-8 complexity band independently and proficiently.	RI.8.10

Strand: Writing

Text Types & Purposes	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. d. Establish and maintain a format style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	W.8.1a-e
	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well chosen facts, definitions concrete details, quotations or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and 	W.8.2a-f

		supports the information or explanation presented.	
		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 	W.8.3a-e
Production & Distribution of Writing		4. Produce clear and coherent writing in which the development, organization, and style are appropriate to tasks, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).	W.8.4
		5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	W.8.5
		6. Use technology, including the internet, to produce and publish writing and present the relationships between information	W.8.6
Research to Build & Present Knowledge		7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W.8.7
		8. Gather relevant information from multiple print and digital resources; using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.8.8
		<p>9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”). b. Apply grade 8 Reading standards to literacy nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	W.8.9a-b
Range of Writing		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range	W.8.10

	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.8.10
Strand: Speaking & Listening			
	Comprehension & Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studies required material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to other's questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. 	SL.8.1a-d
		2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2
		3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.3
	Presentation of Knowledge & Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and example; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.8.4
		5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.8.5
		6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 and 3 for specific expectations).	SL.8.6
Strand: Language			
	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* 	L.8.1a-d
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing . <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 	L.8.2a-c

Knowledge of Language	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	L.8.3a
Vocabulary Acquisition & Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 8 reading and content, choosing flexibility from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word or phrase (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	L.8.4a- d
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	L.8.5a-c
	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	L.8.6

6-8th Literacy in History/Social Studies & Science & Technical Subjects Standards

Strand: Reading History/Social Studies

	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
	Key Ideas & Details	1. Cite specific textual evidence to support analysis of primary and secondary sources.	RH.6-8.1
		2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	RH.6-8.2
		3. Identify key steps in a texts' description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	RH.6-8.3
	Craft & Structure	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	RH.6-8.4
		5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	RH.6-8.5
		6. 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).	RH.6-8.6
	Integration of Knowledge & Ideas	7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	RH.6-8.7
		8. Distinguish among fact, opinion, and reasoned judgment in a text.	RH.6-8.8
		9. Analyze the relationship between a primary and secondary source on the same topic.	RH.6-8.9
	Range of Reading & Level of Text Complexity	10. By the end of grade 8, read and comprehend history/social studies and science texts in the grades 6-8 text complexity band independently and proficiently.	RH.6-8.10

Strand: Reading Science/Technical Subjects

	Key Ideas & Details	1. Cite specific textual evidence to support analysis of science and technical texts.	RST.6-8.1
		2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	RST.6-8.2
		3. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.	RST.6-8.3
	Craft & Structure	4. 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 relevant to grades 6-8 texts and topics.	RST.6-8.4

		5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	RST.6-8.5
		6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	RST.6-8.6
Integration of Knowledge and Ideas		7. Integrate qualitative 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).	RST.6-8.7
		8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	RST.6-8.8
		9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	RST.6-8.9
Range of Reading & Level of Text Complexity		10. By the end of grade 8, read and comprehend science/technical texts in grades 6-8 text complexity and independently and proficiently.	RI.6-8.10

Strand: Writing
History/Social Studies, Science, & Technical Subjects

Text Types & Purposes	1. Write arguments focused on discipline-focused content. <ul style="list-style-type: none"> a. Introduce precise knowledgeable claim(s) establish the significance of the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Support claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	W.6-8.1a-e
	2. Write informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purposes; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. 	W.6-8.2a-f

		<p>2. Write informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purposes; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	W.6-8.2a-f
		3. N/A as a separate requirement.	W.6-8.3
Production & Distribution of Writing		4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6-8.4
		5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.6-8.5
		6. Use technology, including the internet, to produce, publish writing and present the relationships between information and ideas clearly and efficiently	W.6-8.6

ELA Content Alignment/Cognitive Levels

<p style="text-align: center;"><u>COLOR CODE KEY</u></p> <p>Not Covered</p> <p><2.5 % </p> <p><5.0% </p> <p><7.5% </p> <p>>7.5% </p> <p style="text-align: center;">% Percentage of ELA Instructional Time</p>	Common Core Standards					Current State Standards				
	Cognitive Levels					Cognitive Levels				
	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate
	I	II	III	IV	V	I	II	III	IV	V
Phonemic Awareness										
Phonics										
Vocabulary										
Text and Print Feature										
Fluency										
Comprehension										
Critical Reasoning										
Author's Craft										
Writing Process										
Elements of Presentation (Verbal & Written)										
Writing Applications										
Language Study										
Listening & Viewing										
Speaking & Presenting										

*Table data/info acquired from seconline.org

Literacy Content Alignment/Cognitive Levels

<p><u>COLOR CODE KEY</u></p> <p>Not Covered</p> <p><2.5 %</p> <p><5.0%</p> <p><7.5%</p> <p>>7.5%</p> <p>% Percentage of Literacy Instructional Time</p>	<p>Common Core Standards</p>				
	<p>Cognitive Levels</p>				
	<p>Memorization / Recall</p>	<p>Perform Procedures / Explain</p>	<p>Generate/Create/Demonstrate</p>	<p>Analyze/Investigate</p>	<p>Evaluate/Integrate</p>
	I	II	III	IV	V
Phonemic Awareness		II			
Phonics					
Vocabulary		II	III	IV	
Text and Print Feature		II	III	IV	
Fluency			III	IV	
Comprehension	I	II	III	IV	
Critical Reasoning		II	III	IV	
Author's Craft		II	III	IV	
Writing Process		II	III	IV	
Elements of Presentation (Verbal & Written)	I	II	III	IV	
Writing Applications		II	III	IV	
Language Study			III	IV	
Listening & Viewing			III		
Speaking & Presenting			III	IV	

*Table data/info acquired from seconline.org

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